

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140151 P015B140151

Univ of Texas/Austin

Application for Grants
Under Title VI of the Higher Education Act of 1965

for the

***National Resource Center
for South Asia, 2014 - 2018***

and for

***Foreign Language and
Area Studies Fellowships***

at

**The South Asia Institute
The University of Texas at Austin
1 University Station, G9300
Austin, Texas 78712
512.471.3550**

Kamran Asdar Ali, Director
asdar@austin.utexas.edu

Submitted: 30 June 2014

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THREE LETTERS OF SUPPORT

1. Dr. Larry Earvin, President, Huston-Tillotson University
2. Dr. Cory Lock, Interim Dean of University Programs, St. Edwards University
3. Dr. Jo Beth Oestreich, Senior Lecturer, Curriculum and Instruction Department, Texas State University at San Marcos

SA

OMB Number: 4040-0004

Expiration Date: 8/31/2016

Application for Federal Assistance SF-424*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):***** Other (Specify):***** 3. Date Received:****4. Applicant Identifier:****5a. Federal Entity Identifier:****5b. Federal Award Identifier:****State Use Only:****6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:***** a. Legal Name:** The University of Texas at Austin*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

74-6000-203

*** c. Organizational DUNS:**

1702302390000

d. Address:*** Street1:** Office of Sponsored Projects, Suite 5.300**Street2:** 101 E. 27th Street, Stop A9000*** City:** Austin**County/Parish:** Travis County*** State:** TX: Texas**Province:***** Country:** USA: UNITED STATES*** Zip / Postal Code:** 78712-0532**e. Organizational Unit:****Department Name:****Division Name:**

College of Liberal Arts

f. Name and contact information of person to be contacted on matters involving this application:**Prefix:***** First Name:** Coreen**Middle Name:***** Last Name:** Davis**Suffix:****Title:** Grants and Contracts Specialist**Organizational Affiliation:**

Office of Sponsored Projects

*** Telephone Number:** 512-471-5424**Fax Number:** 512-471-6564*** Email:** osp@austin.utexas.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

* 12. Funding Opportunity Number:

ED-GRANTS-053014-001 -002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

13. Competition Identification Number:

ED-GRANTS-053014-001 -002

Title:

Office of Postsecondary Education (OPE): National Resource Centers Program CFDA Number 84.015A

Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Center and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant TX-025

* b. Program/Project TX-025

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2014

* b. End Date: 08/14/2018

18. Estimated Funding (\$):

* a. Federal	644,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	644,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Courtney

Middle Name:

* Last Name: Frazier Swaney

Suffix:

* Title: Assistant Director, Ofc of Sponsored Projects

* Telephone Number: 512-471-6424

Fax Number: 512-471-6564

* Email: osp@austin.utexas.edu

* Signature of Authorized Representative:

* Date Signed:

08/14

U.S. Department of Education
Supplemental Information for the SF-424

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017
--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input checked="" type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

Section 427 of GEPA Compliance Statement

The South Asia Institute (SAI) commits to taking all necessary steps to ensure equitable access to and participation in all aspects of its program. SAI is mindful of eight types of barriers that can impede equitable access or participation: race, color, religion, gender, sexual orientation, national origin, disability, or age.

UT is committed to providing equal access and treatment for eligible students who are members of traditionally underrepresented groups, which complies with Section 427 of the General Education Provisions Act. UT policy guarantees admission to 75% of all Texas high school students graduating in the top 7% of their class to increase access to higher education for historically underrepresented groups. The Fall 2013 undergraduate student body at UT was composed of 48.4% White, 4% African American, 15.4% Asian American, 19.1% Hispanic, 0.3% Native American, and 9.2% Foreign (with .9% unknown).

UT is committed to creating a culture of inclusiveness and respect. It is the responsibility of all departments to ensure the University's compliance with the Equal Employment Opportunity and Affirmative Action (EEO/AA) policy. In fall 2012, minority representation among UT's full-time professors was 21.6%. In the same period, women comprised 38.1% of the University's faculty. UT's commitment to diversity is manifested in two offices on campus: the Office of Institutional Equity (OIE) and the Division of Diversity and Community Engagement (DDCE). The OIE supports the establishment and maintenance of a nondiscriminatory work environment. Departments initiating searches must submit a Faculty Placement Goal report to the OIE, demonstrating cultivation of a diverse applicant pool. Search committees must follow detailed procedures in the following areas: advertising the position to women, minorities and disabled applicants; making efforts to include minority and women interviews; keeping records

throughout the process to demonstrate all affirmative action procedures have been followed; and submitting a second report at the conclusion of the search. OIE also oversees other compliance reporting obligations and works in conjunction with the Southern Association of Colleges and Schools (SACS) and the Department of Education at the federal level.

Through the DDCE, UT has also implemented a comprehensive campus climate assessment system to regularly evaluate the climate at UT as experienced by all sectors of the campus community (including, but not limited to, people of color, women, LGBT communities, people with disabilities, and people from a disadvantaged socio-economic status, working families and non-traditional students). The DDCE is a successful model for integrating diversity into the core mission of a university and integrating community engagement into teaching, research, and service. At the heart of UT's DDCE strategic plan are four goals: 1) Campus Culture: Advancing efforts to create an inclusive, accessible and welcoming culture on campus; 2) Community Engagement: Cultivating mutually beneficial community-university partnerships that further the mission of UT to serve Texas and beyond, with an emphasis on historically and currently underserved communities; 3) Education Pipeline: Creating a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school; and 4) Research: Serving as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs, and services.

Like UT, SAI embraces and encourages diversity in all its forms and strives for an inclusive community that fosters an open, enlightened, and robust learning environment. For example, sign language interpreters and captioning services are available to SAI, and all other departments at UT, for classes, related academic requirements, and non-academic out-of-class activities and

events sponsored by the Institute. UT's Services for Students with Disabilities determines eligibility and helps implement reasonable accommodations for students with disabilities. In addition, SAI regularly posts videos of its lecture series, conferences, and other symposia on its website to further promote accessibility.

In its K-12 outreach program, SAI takes great pains to develop partnerships with rural and underserved school districts in scheduling educator-training events. Many educators that work with SAI through its training programs work in minority Title I districts. SAI's K-12 Outreach program actively pursues collaborations with school districts and regional learning centers with the goal of ensuring that students from low socio-economic backgrounds, underrepresented groups, and underserved communities have full access to and benefit from its programs. To assist its goal of reaching underserved communities, SAI's outreach coordinator regularly travels to regional training centers around the state to provide training to teachers who are not able to travel to SAI training events hosted on the UT campus. Women and members of minority groups regularly attend training programs and events sponsored by SAI. All of SAI's K-12 outreach workshops and other programs are open to teachers from all over Texas and neighboring states.

SAI will continue to take the following steps to ensure equity and open participation in all of its programs:

- 1) SAI will meet ADA requirements for access to classrooms, auditoriums, lecture halls, seminar rooms, and other locations in which its events take place.
- 2) SAI will take steps to regularly review its curriculum materials and program to make sure that they contain diversity in perspectives and stories and illustrations that depict diversity in people and perspectives.

- 3) SAI faculty and staff, including its advisory committee and FLAS selection committee, will reflect diversity in age, race, gender, disciplinary and departmental affiliation.
- 4) SAI will encourage participation by a broad spectrum of the community in its activities and continue to reach out to underserved constituents, communities, and school districts.
- 5) SAI will apply the highest standards of equity to hiring practices using federal funds and encourage minority candidates to apply for available positions, participation in teacher training activities, and student fellowships.
- 6) SAI will not use materials nor strategies that promote or show disrespect to any community or group.

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and

The mission of The University of Texas at Austin is based on the core values of learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. In accordance with the mission and goals of the University, The South Asia Institute (SAI) affirms that the programs and activities proposed in this document will lead to the expression of a wide variety of perspectives and viewpoints, and will generate debate on world regions and international affairs. In outreach activities targeted at K-12 teachers, including teacher training workshops and new curriculum unit development, care is taken to choose themes for workshop and curriculum units that have high contemporary relevance and that lend themselves to diverse perspectives in the broad context of the five regions that are represented by the Hemispheres Consortium (South Asia, Middle, East, Western Europe, Latin America, and Russia, Eastern Europe and Eurasia). SAI has a longstanding and successful tradition of conducting teach-ins and expert roundtables to ensure that students and faculty at UT have a chance to understand the root causes of issues dominating international affairs and the news. In SAI's proposals to collaborate with other National Resource Centers at UT on a series of interregional panels for debate, these panels by their very nature will include perspectives drawn from more than one world region and reflect varied disciplinary backgrounds as well as generate new questions that will shape future research programs. The proposals to host a legal scholar from South Asia at UT Austin are designed to lead to fruitful debate over constitutional issues and legal perspectives from South Asia and the United States. In various partnerships with institutions of higher learning in Pakistan, including on-going scholarly exchange programs (Fatima Jinnah Women University in Rawalpindi and National Academy of Performance Arts in Karachi) SAI will necessarily encounter points of view that reflect the history and conditions of life in a very different society. SAI students and faculty will have the opportunity to share their views with counterparts from these Pakistani institutions, and by examining points of difference strengthen mutual understanding. In its long-running weekly seminar series, SAI is committed to showcasing themes from the social sciences and the humanities respectively to ensure that all views are given a chance to be heard. Complementing this speaker series, SAI faculty will also conduct one specialized conference each year, including Literature and Translation in South Asia, Rethinking the Indian Ocean, Coastal Cities in South Asia, and New Perspectives in Himalayan Studies. Each of these workshops will be designed to ensure a wide range of positions and view.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The South Asia Institute at the University of Texas at Austin affirms that this proposal includes activities and programming that directly targets areas of national need, as defined by the Department of Education. Proposed activities will encourage government service as well as professional careers in international education, business, and non-profit sectors. In the last grant cycle, SAI outreach to K-12 schools, two-year, and four-year colleges through activities including workshops, curriculum units, and shared materials reached over 500,000 teachers, students, regulators, and members of the general public. SAI's ongoing partnership with the University's UTeach and new partnerships with Educator Training Programs, including new programs and initiatives with UT's College of Education, will significantly contribute to a new pool of well-trained educators with international expertise at K-16 levels.

In the forthcoming grant cycle, in addition to continuing these highly effective outreach activities, SAI proposes to conduct workshops on language pedagogy and instruction for teachers of priority South Asian languages, and to develop new instructional materials that will be made widely available through SAI's existing outreach networks. SAI will offer high quality instruction during the grant period in Bengali, Hindi, Malayalam, Tamil, Telugu, and Urdu. Instructional programs for these languages will have an immediate impact in producing graduates whose skills can be deployed for purposes of national security and international understanding. SAI proposes to offer graduate and undergraduate FLAS awards to students who have achieved intermediate levels of proficiency equivalent to two years of coursework, and 100% of awards will be given to the study of priority South Asia LCTLs. These awards will enable students to reach higher levels of proficiency in their chosen language while pursuing degrees in social science disciplines and professional fields. These strategic and critical language initiatives will have an immediate impact in producing graduates whose skills can be deployed for purposes of national security and international understanding.

Career choices for students trained at a high level in critical languages and area studies include government service, international business, and teaching; alumni surveys have shown that a high proportion of Asian Studies majors pursue precisely these careers. The MA degree in Asian Studies already attracts a number of career military officers through the Foreign Areas Officer (FAO) program. These officers take post-graduate courses in area studies and South Asian languages, enabling them to improve the quality of their service in regions of the world now critical to U.S. national security. UT's Department of Asian Studies has joint MA degree programs with the McCombs School of Business and the LBJ School of Public Affairs; UT's new undergraduate major in International Relations and Global Studies permits a concentration in Asian Studies. Surveys show that graduates of these cross-disciplinary programs are most likely to enter public service, return to existing positions in the public sector, or seek positions in international business.

Applicant institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The University of Texas at Austin, South Asia Institute

Name/Title of Authorized Representative (Printed): Courtney Frazier Swaney, Assistant Director, Office of Sponsored Projects

Telephone: 512-471-6424

E-mail: osp@austin.utexas.edu

Signature:



Date:

4/20/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

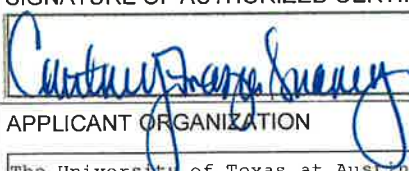
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Assistant Director, Ofc of Sponsored Projects
APPLICANT ORGANIZATION The University of Texas at Austin	DATE SUBMITTED 10/20/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

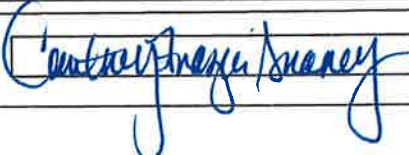
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The University of Texas at Austin	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Courtney Middle Name: <input type="text"/>
* Last Name: Frazier Swaney	Suffix: <input type="text"/>
* Title: Assistant Director, Office Of Sponsored Projects	
* SIGNATURE: 	* DATE: 6/20/14

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input style="width: 100%;" type="text"/> * Street 1 <input style="width: 45%;" type="text"/> Street 2 <input style="width: 45%;" type="text"/> * City <input style="width: 30%;" type="text"/> State <input style="width: 30%;" type="text"/> Zip <input style="width: 15%;" type="text"/> Congressional District, if known: <input style="width: 40%;" type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <div style="height: 80px; border: 1px solid black;"></div>		
6. * Federal Department/Agency: <input style="width: 100%;" type="text"/>	7. * Federal Program Name/Description: <input style="width: 100%;" type="text"/> CFDA Number, if applicable: <input style="width: 40%;" type="text"/>	
8. Federal Action Number, if known: <input style="width: 100%;" type="text"/>	9. Award Amount, if known: \$ <input style="width: 40%;" type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input style="width: 10%;" type="text"/> * First Name <input style="width: 30%;" type="text"/> Middle Name <input style="width: 30%;" type="text"/> * Last Name <input style="width: 40%;" type="text"/> Suffix <input style="width: 10%;" type="text"/> * Street 1 <input style="width: 45%;" type="text"/> Street 2 <input style="width: 45%;" type="text"/> * City <input style="width: 30%;" type="text"/> State <input style="width: 30%;" type="text"/> Zip <input style="width: 15%;" type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input style="width: 10%;" type="text"/> * First Name <input style="width: 30%;" type="text"/> Middle Name <input style="width: 30%;" type="text"/> * Last Name <input style="width: 40%;" type="text"/> Suffix <input style="width: 10%;" type="text"/> * Street 1 <input style="width: 45%;" type="text"/> Street 2 <input style="width: 45%;" type="text"/> * City <input style="width: 30%;" type="text"/> State <input style="width: 30%;" type="text"/> Zip <input style="width: 15%;" type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: NOT APPLICABLE * Name: Prefix <input style="width: 10%;" type="text"/> * First Name <input style="width: 30%;" type="text"/> Middle Name <input style="width: 30%;" type="text"/> * Last Name <input style="width: 40%;" type="text"/> Suffix <input style="width: 10%;" type="text"/> Title: <input style="width: 30%;" type="text"/> Telephone No.: <input style="width: 20%;" type="text"/> Date: <input style="width: 40%;" type="text"/>		
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ABSTRACT

The University of Texas at Austin (UT) hosts the largest, and longest standing, South Asia program in the southwestern United States. South Asian studies at UT began when Sanskrit was first offered in 1949. In 1960, UT created the Center for Asian Studies and instruction in Hindi and Telugu. In 2003, UT elevated the Center for Asian Studies into the South Asia Institute (SAI), one of only two area studies institutes on campus. In 2007, the Institute received national recognition for its strength in language training when it was chosen to create the country's first Flagship Program in Hindi and Urdu, and it remains the nation's only institute for South Asia. In the last three years, SAI's strength in the study of Muslim societies and cultures has been greatly enhanced by new collaborations with institutions in Pakistan and the formation of an endowed chair in Pakistan Studies. South Asian studies at UT has grown over 60 years to include 55 core faculty members across 7 colleges and professional schools and 19 departments. SAI also regularly supports, and benefits from, a network of 33 additional UT affiliated faculty and 36 extramural faculty-affiliates from other universities and colleges. These 69 additional affiliates work intensively with SAI on the development of curriculum projects, through participation in multiple training events and conferences each a year, and by partnering with SAI on research or other key programs related to the region of South Asia. The teaching and research of these affiliated faculty also benefit greatly from UT's South Asia library holdings, which are the largest in the southwestern United States.

South Asia faculty annually teach 302 undergraduate courses and 161 graduate courses with at least 25% South Asia content. In 2012-13, 258 undergraduates and 69 graduate students were awarded degrees with 15 or more credits in these courses. UT offers instruction in five priority South Asia LCTLs (Hindi, Malayalam, Tamil, Telugu, Urdu) from beginner to advanced levels and will offer Bengali through the intermediate level. In 2012-13, language faculty offered 86 language courses to 634 undergraduate and graduate students. SAI's impact is also felt through an extraordinary range of outreach activities that shape the teaching profession at all levels. South Asian content is now included in the social studies courses offered in every school district in the State of Texas. SAI's combined outreach programs have reached more than 500,000 educators, students, school boards, regulatory agencies, government, business, and non-profit agencies and the general public through workshops, curriculum development, seminars, conferences, public lectures, and community events.

Federal funding from Title VI will produce sustainable, measureable outcomes in our commitment to producing globally competent, South Asia specialists prepared to meet the nation's needs. SAI proposes to increase opportunities for: (a) new teacher training in foreign language, area, and international studies, especially through new collaborations with the Colleges of Education at UT and Texas State University (TSU), an MSI located 30 miles south of Austin; (b) training in foreign language, area, and international studies at partner MSI universities and two-year colleges, especially through intensive partnerships with Huston-Tillotson University (an HBCU) and Saint Edwards University (Title III/Title V institution) both in Austin; (c) student training in foreign language, area, and international studies, with a specific focus on strengthening placement of graduates into jobs of national need; (d) training in foreign language, area, and international studies through collaborations with professional schools and NRCs at UT, primarily through the support of faculty exchange and other partnership programs with overseas institutions of higher education and research in South Asia.

ACRONYMS

ACC	Austin Community College	IO	International Office
ACL	Asian Cultures and Languages	IP	Invitational Priority
ACTFL	American Council on the Teaching of Foreign Language	IRG	International Relations and Global Studies
AI	Assistant Instructor	LBJ	Lyndon B. Johnson School of Public Affairs
AIBS	American Institute of Bangladesh Studies	LCTL	Less Commonly Taught Language
AIIS	American Institute for Indian Studies	LGBT	Lesbian, Gay, Bisexual and Transsexual
AIPS	American Institute of Pakistan Studies	LoC	Library of Congress
ANHS	Association for Nepal and Himalayan Studies	LTI	Language Testing International
ANS	Asian Studies	MES	Middle East Studies
AP	Absolute Priority	MSI	Minority-Serving Institution
AY	Academic Year	NAPA	National Academy of Performing Arts
CIBER	Center for International Business Education and Research	NCSS	National Council for Social Studies
CoLA	College of Liberal Arts	NGO	Non-Governmental Organization
CP	Competitive Preference Priority	NRC	National Resource Center
DAS	Department of Asian Studies	OIE	Office of Institutional Equity
DDCE	Division of Diversity and Community Engagement	OPI	Oral Proficiency Interview
ESC	Education Service Center	OSFS	Office of Student Financial Services
FAFSA	Free Application for Federal Student Aid	PA	Public Affairs
FLAS	Foreign Language and Area Studies	SA	South Asia
FLTA	Foreign Language Teaching Assistant	SAI	South Asia Institute
FJWU	Fatima Jinnah Women's University	SASLI	SA Summer Language Institute
GPRA	Government Performance and Results Act	SHSU	Sam Houston State University
GRE	Graduate Record Examination	St. Ed	St. Edward's University
HBCU	Historically Black Colleges and University	St. Mary	St. Mary's University
HT	Huston-Tillotson University	TA	Teaching Assistant
HUF	Hindi-Urdu Flagship	TAC	Texas Asia Conference
ICC	Indian Community Center	TEA	Texas Education Agency
ILR	Interagency Language Roundtable	TCSS	Texas Council for Social Studies
IKOS	Department of Culture Studies and Oriental Languages	TEA	Texas Educational Agency
		TLC	Texas Language Center
		TSU	Texas State University
		UG	Undergraduate
		UT	The University of Texas at Austin
		UTL	University of Texas Libraries

1. Introductions and Commitment to Subject Area

The South Asia Institute (SAI) resides within the College of Liberal Arts (CoLA) at The University of Texas at Austin (UT). All South Asia (SA) related activity at UT is concentrated at SAI, one of only two area studies institutes at the Austin campus. South Asia constitutes a complex of varied cultures, languages, religious traditions, and social life. SAI proposes to advance area and language studies at UT within this broader context by launching three major, interrelated initiatives. **(NRC AP/IP)** The first initiative, ***Coastal Connections and Cultural Currents: Reimagining South Asia***, seeks to advance an understanding of SA as a unique cultural space and zone of contact, with special emphasis being given to South India, the Indian Ocean, and the coastal regions of SA. From historic trade networks with the Middle East, East Asia, and Europe to modern immigration patterns and the emergent importance of the region's politics and economy (trade, information technology, biotechnology, global finance), South India remains vital to our understanding of how SA/India will transform in the coming decades. Our focus on South India emphasizes the interrelated history of SA and the Indian Ocean while also enabling us to examine SA coastal cities; the impact of environmental change on these urban communities will be central to future policy debates on the region. **(NRC AP/IP)**

Under this rubric, SAI proposes a second initiative to ***Strengthening Instruction of Priority South Asia LCTLs***, with a specific focus on South Indian priority LCTLs (Malayalam, Tamil, Telugu). This focus, which supplements UT scholars' expertise in the literature, cultures, and societies of this sub-region from ancient to modern times, will reinforce UT as the premier institution for the study of South India and its languages. Under this program, we also propose a number of other related activities to bolster pedagogy and assessment for the other SA LCTLs offered at UT (Bengali, Hindi, Urdu). **(FLAS CP2/IP; GPRA 3-5)**

The third initiative, ***Building Global Capacity through Reciprocal Partnerships***, will build capacity for international education through highly impactful, and sustainable partnerships with MSIs, Schools of Education, and other pre-service and in-service teacher training programs. This initiative seeks to broaden SAI's commitment to the program's **Absolute Priority** of providing the highest quality teacher training activities relating to the SA region and languages. SAI will build on and expand current collaboration with Huston-Tillotson University, an HBCU in Austin, and establish new partnerships with Saint Edward's University, a Hispanic/Minority-Serving Institution (MSI) in Austin. We will also cooperate with faculty at Austin Community College and St. Mary's University in San Antonio, both MSIs. **(NRC CP1)** SAI will further strengthen training links with Schools of Education and pre-service teacher training programs at Texas State University, another MSI in San Marcos/San Antonio. The entire initiative will be geared toward helping these institutions develop their own global and area studies training programs by providing pedagogical assistance and training for students and faculty. **(NRC CP2)**

Operational Support. UT is deeply committed to supporting global initiatives. In this capacity SAI works closely with CoLA and its Director

Table 1.1: Operational Commitments 2012-13	
SAI staff salaries, benefits and operations	\$139,040
HUF staff salaries, benefits and operations	\$155,323
DAS staff salaries, benefits and operations	\$400,683
Total	\$695,046

serves as an active member of CoLA's ***International Study Advisory Committee*** that helps coordinate the ***Global Initiative for Education and Leadership***,¹ both headed by Senior Associate Dean Richard Flores. **(NRC IP)** UT assists the SA program by funding language teachers and other course offerings in the Department of Asian Studies (DAS) and by supporting staff of SAI, DAS and the ***Hindi Urdu Flagship Program*** (HUF) that itself offers extensive support to UT's SA studies (Table 1.1). **(FLAS CP2/IP; GPRA 3-5)** As one of 27 flagship

¹ A consortium that provides educational training to governments, higher education institutions, businesses, and nonprofits worldwide, in order to advance global community building by opening dialogue, training leadership, and fostering environments of learning.

centers funded by the National Security Education Program, HUF is the nation's only flagship devoted to SA and is mandated to bring students to advanced proficiency in Hindi-Urdu while earning a professional major. As a leader in language pedagogy, HUF provides tremendous support through the materials it produces and the pedagogical approach that percolates into the instruction of other priority SA languages at UT (**Section 4**). In addition, ***SAI draws on funds from major endowments***, including the Meyerson Centennial Chair, Mossiker Chair in the Humanities, Charlie Wilson Chair for Pakistan Studies, and a number of smaller endowments. UT also provides other significant, unquantifiable support to the SA program by providing office space and technology services, as well as the services of the ***Texas Language Center***, the ***Center for Teaching and Learning***, and the ***International Office***.

Teaching Staff. UT's most significant commitment to SA studies is the continued support of faculty positions and the teaching of 5 priority SA LCTLs (Hindi, Malayalam, Tamil, Telugu, Urdu) from beginning to advanced levels. (**FLAS CP2/IP**) Demonstrating the breadth of the SA program at UT, ***7 colleges/professional schools and 19 departments currently host SAI's 55 core faculty*** (Table 1.2). UT's commitment to accumulating faculty strength in SA studies is

Table 1.2: Teaching Staff Commitments 2012-13	
41 Core Non-Language Faculty Salaries	\$3,413,154
15 Language Faculty Salaries	\$1,005,546
Total	\$4,418,700

further reflected in 10 new hires over the last 4 years including: Rai (Public Affairs), Leigh

(Economics); Chatterjee and Guha (History); and Chaturvedi, Davis, and Sasi (Asian Studies). In

2013, Newberg (Government) was appointed as the first Charlie Wilson Chair in Pakistan Studies. Moin, currently a post-doc in Religious Studies, will join as a tenure track faculty in 2014; Cons will also join the LBJ School of Public Affairs. (**GPRA 3-5**)

Library Support. The University of Texas Libraries (UTL) currently hold over 10 million volumes, ranking it 10th in North America in terms of size. Reflecting needs in both traditional

area studies as well as thematic and cross-regional “global studies” disciplines, UTL’s collection is particularly strong in international content, thereby distinguishing it in the region (especially in Texas): over 29% of its collection is in languages other than English and 54% was published outside the US. *At present there are 180,000+ cataloged titles in 21 SA vernaculars (not including English-language materials).* UTL staff dedicated to SA are paid entirely with UT funds. SAI and UTL have started a project to create an archive of SA material at UT. As a first step, SAI has received an Endangered Archives Project-British Library grant to collaborate with Pakistan’s Baluchistan Archives to digitize pre-colonial documents. These funds contribute to a larger project at UT to archive social and political movements in SA. **(Section 5, NRC IP)**

Linkages Abroad. SAI maintains a variety of affiliations with overseas institutions of higher education and research. We currently conduct two ongoing *scholarly exchange and mentoring programs with academic institutions in Pakistan*: the Fatima Jinnah Women’s University (FJWU) in Rawalpindi and the National Academy of Performing Arts (NAPA) in Karachi. **(NRC IP)** These exchange programs include scholars from Pakistani institutions spending a semester in residence at UT, followed by UT faculty visiting Pakistan to offer workshops in various disciplines to Pakistani students and faculty. Further, *SAI Faculty in the LBJ School of Public Affairs (LBJ) work on 2 major ongoing projects linked to institutions in the region*: coordination of the “Executive Course in Leadership and Management” for the Afghan Civil Service Commission through the UN Institute for Training and Research in Hiroshima; and collaborations with the Wildlife Institute of India in Dehra Dun on environmental matters and training programs. SAI faculty also conduct a major research and teaching exchange program with the Department of Culture Studies and Oriental Languages at the University of Oslo, Norway. UT has additional exchange programs with the Indian Institute of Technology, Kanpur,

Delhi University, and the Lahore University of Management Sciences (SAI director serves on the Social Science Advisory Board for LUMS), Pakistan. Other recent collaborations include symposiums in Pakistan with Oxford University Press and the Architecture and Urban Planning Department of NED University of Engineering in Karachi, and an academic conference at BRAC University in Dhaka, Bangladesh. Several linkages with SA institutions of higher learning are offered through UT's International Office (IO). **(NRC IP; pp 10-12)**

SAI core faculty serve on various committees in Overseas Research Centers. SAI Director Ali is current President of American Institute of Pakistan Studies (AIPS). Between 2010-14, two UT faculty have served as chairs of the American Institute for Indian Studies (AIIS) standing committees: Leoshko, for Art and Archaeology; and Slawek, for Ethnomusicology. Selby (Asian Studies) served on the executive committee of AIIS and also as the chair of the AIIS Language Program. Hindman (Asian Studies) serves as the Chair of Communication and Grant Committee for the Association for Nepal and Himalayan Studies (ANHS). Hyder (Asian Studies) is a board member of the American Institute of Afghanistan Studies. SAI is also a Class A member of the American Institute of Bangladesh Studies (AIBS) and American Institute of Sri Lankan Studies. **(NRC IP)**

Outreach Support. SAI's Assistant Director, who holds a PhD in Cultural Anthropology, oversees an ambitious outreach program with the aid of one fulltime Outreach Coordinator. In 2012-13, UT supported SAI by paying 75% of the combined salaries for these staff positions. Our K-16 program engages in impressive number of training partnerships and activities for educators that are designed to achieve long-lasting impacts **(Sections 7-9)**, including area content trainings, curriculum and course development, language pedagogy workshops, symposia, film screenings, lecture series, and scholarly conferences. SAI coordinates with faculty to conduct

consultations with federal and state agencies and international business organizations. SAI draws

Table 1.3: Outreach Commitments 2012-13	
University Support	\$88,000
South Asia Endowments at UT	\$105,698
Total	\$193,698

significantly from the Meyerson Endowment and other special funds to help support outreach activities (Table 1.3). In 2012, SAI received an additional \$20,000 from CoLA through special funding requests to support two major conferences.

Student Support. Most CoLA departments now follow a policy of providing graduate (Grad) students with *guaranteed financial packages for 4 years upon admission*. Grad support at UT ranges from university fellowships and tuition waivers to appointments as AIs and TAs. UT helps support all students by covering a portion of their health insurance. *UT supplements FLAS tuition awards by providing in-state tuition waivers*. Additionally, UT dedicates approximately \$1.3 million annually to support undergraduate (UG) and Grad students studying and conducting research abroad. Scholarship funds come from *endowments, outside grants, recruitment programs and a unique student fee*. Less than 1% of students are funded at the full tuition cost. Each year, HUF contributes \$55,000+ in UG scholarships (not counting in-state tuition waivers). Other support for students comes from special annual scholarships provided by SA endowments, including the India Studies Excellence Fund, J.R. Roach Fund, SA Grad Fellowship, Aggarwal Fellowship, ICC Mahatma Gandhi Memorial Scholarship, Scholarship in Dravidian Studies,

Table 1.4: Student Commitments 2012-13	
UT Grad Student Awards	\$152,834
HUF UG Awards	\$56,000
UT UG Study Abroad to Asia	\$45,000
SA Endowments	\$10,773
Total	\$264,607

Excellence in Kerala Studies, Lariviere Fellowship in SA Studies. In 2012-13, 13 SA Grads received UT fellowships (Table 1.4) (not including TA and AI

appointments); 8 students won \$175,000+ in fellowships from prestigious outside agencies. SAI also supports UT student organizations, Grad expenses to deliver paper at conferences (\$500-\$1000), and a student-run academic journal, *Sagar* (\$4000), through other funding sources.

2. Quality of Curriculum Design

Undergraduate Degrees and Training. UT offers several degree options for UG students seeking training in SA studies. Within DAS, students may choose among 5 degrees: a ***BA in Asian Studies*** (ANS) with a SA focus, or ***4 different BAs in Asian Cultures and Languages*** (ACL), in ***Hindi/Urdu, Malayalam, Sanskrit, or Tamil***. The ANS major requires 2 years of language training plus 24 credits, including a course in SA history and a Senior Seminar (ANS 378) that focuses on research and writing. Courses can be taken from a variety of disciplines, including Anthropology, Literature, Government, Philosophy, and Religious Studies. The ACL BA requires 2 years of training in a SA language (with 12 language credits beyond 2nd year) and provides deep knowledge of the cultural/geographic area through 24 credits of coursework. ACL majors must also take ANS 378. DAS also offers a minor (2 years of language plus 12 hours upper level courses). UT offers 2 additional interdisciplinary options to UG students who want to specialize in SA. ***HUF certification*** offers Hindi-Urdu language learners a 4-5 year honors level program and is designed to help students develop superior language skills while pursuing degrees in any major. Due to credit hours acquired via HUF courses, many students add a 2nd major in ACL without additional coursework. Students who enroll in HUF have pursued degrees in Economics, Finance, Government, Public Health, among many other majors. Since 2010, HUF has certified 23 undergraduates at ILR Level 3. Another option is to pursue a ***BA in International Relations and Global Studies (IRG) with a concentration in Asian Studies***. IRG students must take 39 hours in 1 of 4 interdisciplinary subject tracks: a) Culture, Media, and the Arts; b) International Security; c) Science, Technology, and the Environment; and d) International Political Economy. In 2012-13, 73 students graduated in IRG with an emphasis on Asia. Both HUF and IRG require students to study abroad. UGs have other options to integrate

SA studies into their majors/minors. In 2012-13, 301 UG courses with 25% or more SA content were offered by SAI faculty from various departments. A total of 258 UGs received degrees with 15 or more credits in these courses (Table 2.1). (GRPA 4)

Table 2.1: UG degrees awarded with 15 or more credits in courses with 25% or more SA content (2012-13)	
School	Degrees
Business	8
Communication	22
Education	1
Engineering	1
Liberal Arts-Humanities	66
Liberal Arts-Social Sciences	63
International Relation/Global Studies	73
Natural Sciences	24
Total	258

Graduate Programs and Training. In 2012-13, 69 SA studies students graduated with PhDs and MAs in the Humanities and Social Sciences, as well as in the professional schools of Law, Business, Education, Information Studies, and Public Affairs. DAS alone offers 5 Masters degrees (including 3 joint degrees with 2 professional schools) and a PhD. The *MA in Asian Studies* (ANS) is an interdisciplinary program for students pursuing careers in Business, Communication, Government, Law, Library Science, and the military. It requires 6 hours of advanced language courses, 18 hours of ANS courses, and a thesis or report. Several US military officers take this degree path every year. The *MA and PhD in Asian Cultures and Languages* (ACL) are designed for students intending to teach at the post-secondary level. Students concentrate on SA humanities and cultures and acquire advanced proficiency in a SA language. The ACL MA/PhD program requires 48 credit hours in two phases: 30 hours of coursework including thesis/report hours for the MA; 18 for the additional credit hours and a dissertation PhD. DAS offers two joint MA degrees with LBJ for students seeking to combine public policy orientation with an understanding of economy and culture. These degrees incorporate all ANS MA requirements plus participation in a summer internship (in or related to Asia). The dual *MA in Asian Studies/Public Affairs* degree requires an additional 21 hours of Public Affairs core courses; 6 hours for a Policy Research Project; and 9 hours in Public Affairs electives. The dual

MA in Asian Studies/Global Policy Studies requires 22 hours of Global Policy core courses; 15 hours in an area of specialization; and demonstrated proficiency in a language other than English. DAS further partners with McCombs School of Business on a dual ***MA in Asian Studies/Business Administration*** that combines advanced business studies with area and language studies, responding to an increased need in both public and private sectors for business specialists with a thorough understanding of Asian politics and cultures. Students spend their 1st

Table 2.2: Graduate degrees awarded with 15 or more credits in courses with 25% or more SA content (2012-13)	
Discipline	Degrees
Humanities	14
Social Science	2
Business	4
Law	4
Public Affairs	5
Global Policy	36
Information Studies	1
Education	2
Fine Arts	1
Total	69

year taking ANS courses and the 2nd taking graduate business courses. The 3rd year is a combination of both disciplines. Among requirements for the MBA/ANS degree are 27 hours of MBA core courses; 6 hours in advanced language courses; and ANS MA Thesis/Report. Many other Grad students pursuing degrees in social sciences, humanities, and other disciplines also focus

intensively on SA (Table 2.2). In 2012-13 there were 142 Grad seminars with at least 25% SA content, 86 with at least 50%, and many more with 100%. **(GRPA 4)**

Academic and Career Advising. Each School and College at UT hosts an extensive network of advisors. CoLA alone has **50+ full-time UG student advisors**. UGs are also assigned faculty advisors, who meet with them at the beginning of the semester and twice during the term. UT provides additional resources for UGs, including the Undergraduate Writing Center and IO for Study Abroad services. Each Grad student is assigned a faculty advisor upon admission who serves as a mentor until the student identifies a thesis/dissertation advisor. UT also has an **extensive network of 100+ Grad coordinators** housed in each department who work closely with students. The Student Academic Services Office of the Graduate School offers other services,

including assistance with academic employment, templates for preparing theses/dissertations, resources to strengthen research, presentation or teaching skills, and help with external funding. UT students benefit from extensive career services. The *Liberal Arts Career Services* serves all students in CoLA from their 1st semester on campus to a year beyond graduation. They provide assistance with career development and job search programs to connect students with employers, including an online portal that provides comprehensive job and internship resources. Other Colleges/Schools offer their own career services; McCombs has its own *career management team that integrates specifically-tailored services into each of its business degree offerings*. SAI provides significant career support for both UG and Grad students. Its weekly electronic bulletin reaches 517 faculty, students, and alumni to share information about job opportunities and research funding. SAI enhances the professional development of students by hosting speakers and forums to introduce them to a wide variety of international private, non-profit, and government volunteer and employment opportunities, and options for language study and study abroad. *SAI hosts specialized workshops and training sessions* on writing grant proposals, effective strategies for conference presentations or job talks, and panel discussions with students who have returned from conducting research and studying overseas. Among the most important SAI-supported avenues for Grad students' professional development are a biennial international Grad student conference, The Texas Asia Conference, which is fully planned and run by UT Grad students, and the Grad-run, peer-reviewed journal, *Sagar*, now in its 22nd year.

Research and Study Abroad. IO has 25 full time professional study abroad program coordinators dedicated to helping students select an appropriate academic program abroad. In 2012-13, 2,799 students participated in study aboard programs arranged by UT. Of these, 473

students or 17% traveled to Asia; SA represented more than 16% of overall travel to Asia. India continues to be the leading destination (Table 2.3). Students also participated in individually-arranged, UT-approved academic internships, research, and coursework

Table 2.3: UT faculty-organized Study Abroad to SA 2010-14		
Country	College/School	Students
Bangladesh	College of Natural Sciences	2
India	Cockrell School of Engineering	17
	College of Education	5
	College of Fine Arts	11
	College of Liberal Arts	75
	College of Natural Sciences	10
	Red McCombs School of Business	68
	School of Law	1
	Moody College of Communication	5
	LBJ School of Public Affairs	2
	School of Social Work	2
Pakistan	College of Liberal Arts	2
Total		200

aboard. In Summer of 2014, UT is offering two Maymester programs to India: 1) *Textiles and Product Development in India*, offered through the College of Natural Sciences, is giving students hands-on textile and garment experience in New Delhi, Agra, and Jaipur. The Agra National Institute of Fashion Technology hosts the program, providing classrooms and room and board in spacious student dorms. 2) *Embedded Systems and Industry Experience in India*, sponsored by The Cockrell School of Engineering, is taking UT students to the Indian Institute of Technology-Hyderabad to work in teams with local students, complete projects at leading companies in the high-tech industry, and shadow an industry professional with corporate visits to Microsoft, Google, and Qualcomm. Students meet requirements for ECE/BME majors.

UT's *HUF requires students to spend their 3rd year participating in an intensive study abroad program in India*. Students spend the fall in Jaipur at AIIS Hindi center and the spring

Table 2.4: HUF Internships in Lucknow
Era's Medical College
King George Medical University
Aastha (large-scale hospice NGO)
Bhartiya Muslim Mahila Andolan (NGO)
Indian Industry Assoc.(trade lobby)
Doordarshan Television Network
Akashvani (All India Radio)
Progressive Action Network (NGO)

in Lucknow at AIIS Urdu center and live with Hindi/Urdu speaking host families to improve their language skills in an immersion setting. During the spring, students are placed in professional internships that require the constant use of Hindi/Urdu (Table 2.4).

SAI works closely with CoLA, IO, and UT professional schools to encourage research and study in South Asia for Grad students as well. Grad students in the Social Sciences, Humanities, and professional schools are strongly encouraged to travel to the region for research, whether field-based or archival; all visit at least once during their training, many do so multiple times. During 2010-14, ***200 Grad students traveled to Bangladesh, India, and Pakistan as part of their PhD research programs or training in the professional schools***, including 65 MBAs in McCombs who participated in faculty-led training and internships in India. (Table 2.3)

Access to Other Study Abroad and Language Programs. UT facilitates a reciprocal exchange of students with the Indian Institute of Management, the Council on International Educational Exchange in Hyderabad, the Institute for International Education of Students in Delhi, and the School for International Training (Jaipur, Leh, New Delhi). UT students attend programs in the US, including the University of Virginia Summer Language Institute and the SA Summer Language Institute (SASLI). During 2010-14, 16 students attended these programs to learn Hindi, Sanskrit, Tamil, Tibetan, and Urdu. In 2010-14, the highest number of students enrolled intensive language instruction through AIIS; 51 students attended programs in Bengali, Gujarati, Hindi, Malayalam, Marathi, Punjabi, Sanskrit, Tamil, Telugu, and Urdu. For 2014-15, several UT students have been selected to attend AIIS language programs and will be two of the six participants in the first batch of students for the Berkeley-AIPS Urdu Language Program in Pakistan. Students also received language instruction overseas from Zaboon Language Institute in Delhi (Hindi, Urdu); Rangjung Yeshe Institute in Boudhanath, Nepal (Nepali, Tibetan); and Landour Language School in Mussoorie (Hindi).

3. Quality of Non-Language Instructional Program

Strength Across Disciplines and Countries. The combination of faculty and courses with 25% or more SA content allows UT to provide comprehensive country and disciplinary coverage of the region. Courses are offered across UT, from the Schools of Fine Arts and Business to the

Table 3.1: SA Course Content by Discipline			
Discipline	Core		Other UT Affiliate
	75-100%	25-74%	
Anthropology (SS)	3	1	2
Architecture (School)	0	1	1
Asian Studies (HUM)	15	0	4
Business (School)	0	4	0
Communication (College)	3	2	2
Economics (SS)	0	0	2
Education (SS)	0	0	1
EE & Comp. Sci. (School)	0	1	5
English (HUM)	1	4	1
Fine Arts (College)	2	1	3
Government (SS)	1	1	3
History (SS)	4	2	0
Law (School)	0	1	0
Lib. and Inf. Sci.	0	0	1
Linguistics (SS)	0	0	1
Mid. East Studies (HUM)	0	1	2
Philosophy (HUM)	1	1	0
Physics	0	0	1
Psychology (SS)	0	0	1
Public Affairs (School)	1	2	0
Religious Studies (HUM)	1	0	0
Sociology (SS)	1	0	2
Textiles and Apparel	0	0	1
Total	33	22	33

Colleges of Communications and Liberal Arts.

Seven colleges and professional schools and 19 departments host SAI's 55 core and 33

affiliate faculty (Table 3.1). SAI's geographic

focus extends across SA. Although faculty

strength is exceptionally high in the study of

India, especially South India, UT demonstrates

additional country expertise, including Pakistan

(Newberg, Ali, Moin), Bangladesh (Cons),

Afghanistan (Eaton), Sri Lanka (Leoshko,

Visweswaran) and Nepal (Hindman). **(BIOS)**

Professional Schools and Colleges. UT's

College of Communications features a unique concentration of expertise in the popular and growing area of SA media and communication studies, including specializations in television (Kumar), film (Gopalan), the internet/new media (Mallapragada), development communications (Wilkins), and journalism (Jensen). If depth in media studies is added to strengths in drama, music, and art history of SA (Charlesworth, Hyder, Leoshko, Selby, Slawek, Snell), UT now has one of the strongest faculty in SA performance and cultural studies in the US. SA faculty in Business (Gillespie, Konana, Mahajan, Raghunathan) and Public Affairs (Eaton, Rai) help supervise the

dual-degree programs with ANS, and serve regularly on SAI's FAC and FLAS committees. LBJ hired a Bangladesh specialist (Cons) who will join the faculty in 2014. SAI core faculty member Engle directs the Law School's Rapoport Human Rights Center. Table 3.2 shows the distribution of courses across UT. Table 3.3 lists select courses with SA content in the Professional Schools.

Specialized Coursework Across Disciplines. UT's greatest disciplinary strength remains in

History, with 6 faculty members (Chatterjee, Guha, Louis, Minault, Talbot, Vaughn). Another strength is in Religious Studies (Moin) and the study of religion within DAS (Brereton, Davis, Freiburger, Harzer, Hyder, Mohammad, Selby, Snell). With these combined disciplinary strengths, UT has one of the most distinguished programs in SA history with a specific focus on ancient, medieval and pre-modern

Table 3.2: Non-Language Courses 2012-13 (25% or more SA content)	
School	Courses
Cockrell School of Engineering	1
College of Fine Arts	11
College of Liberal Arts (Hum)	148
College of Liberal Arts (Soc Sc)	106
College of Natural Sciences	1
LBJ School of Public Affairs	23
McCombs School of Business	19
Moody College of Communication	22
School of Architecture	6
School of Education	3
School of Law	1
School of Social Work	6
Total	347

SA. English also demonstrates significant SA expertise (Carter, Doherty, Harlow, Shingavi, Wojciehowski). UT has 4 faculty located in Anthropology (Ali, Ghosh, Keeler, Visweswaran), and a trained anthropologist (Hindman) in DAS. Sociology while Government has two

Table 3.3: Selected Professional School Courses, 2011-14	
Course	Dept/College
Global Entrepreneurship	Business
Foundations of International Business	Business
Introduction to Global Media	Communication
Global TV Issues and Problems	Communication
Embedded Systems and Industry Experience in India	Elec. Engineering
Human Rights, Law and Democracy	Law
Internship in Marketing for International Business	Marketing
Global Marketing	Marketing
Textiles and Product Development in India	Natural Science
International Economics	Public Affairs
Global Health	Public Affairs

(Newberg, Chair in Pakistan Studies, and Jacobsohn, Endowed Chair in Public Law). Economics has a new faculty with expertise in India (Leigh). Table 3.4 shows the depth and subject range of SA courses.

Interdisciplinary Courses. Most faculty frame their SA classes in ways that require inquiry from many disciplines; *31% of courses with 25% or more content are cross-listed* in multiple departments. For example, *Culture, History and Power* in Anthropology is also listed in ANS,

Middle Eastern Studies (MES), and History;

Slum Dogs and Millionaires: Class and Indian

Fiction in English is listed in Islamic Studies,

MES, and ANS. The required ANS course, *Core*

Readings in SA, also takes an inter-disciplinary

approach to area studies. **(Course List)**

Availability of Faculty. SAI faculty may apply

Table 3.4: Selected Non-Lang. Courses, 2011-14	
Course	Dept/College
Ethnographies of South Asian Islam	Asian Studies
South Indian Cultural History	Asian Studies
Contemporary Pakistani Fiction	English
History of Hindu Religious Tradition	Asian Studies
Anthropology of The Himalayas	Asian Studies
Nationalism and Gender in SA	Anthropology
Rights and The State in South Asia	Government
Global History of South Asia	History
Slavery and South Asian History	History
Indian Philosophies	Philosophy
India's Nonconformist Thinkers	Religious Studies
Tibetan Art	Fine Arts
Music of India	Music

for official leave to conduct research and write for publication. A number win external grants and fellowships to support their leave. Fortunately, the high number of SAI faculty ensures that appropriate instructors are always available to teach a wide array of non-language SA courses at all levels. Since most Grad students work with more than one faculty member, a senior scholar is always available to advise them.

Pedagogy Training for Instructional Assistants. UT policy requires all Teaching Assistants (TAs) and Assistant Instructors (AIs) to take a mandatory supervised teaching course. Each department offers their own course as part of their training programs to highlight specific pedagogical techniques and the latest teaching technologies related to their discipline. All TAs, AIs, and lecturers are regularly observed teaching by senior faculty and advised on how to improve their performance. UT's Center for Teaching and Learning further supports pedagogy training through regular instructional workshops for TAs and AIs on such topics as: designing

courses for student success, technology-enhanced learning, developing a teaching philosophy, making classes active and interactive, and creating effective assessments.

4. Quality of Language Instructional Program

Breadth of Language Training Program and Enrollments. UT is one of the nation's foremost centers for teaching *SA languages and regularly offers instruction in Hindi, Malayalam, Persian, Sanskrit, Tamil, Telugu, and Urdu* (Bengali and Pashto on occasion). Each language is expanded by instruction in various regional/historical dialects. Most have been taught at UT for decades. Persian (taught in MES) is taken by students specializing in SA History, Linguistics, and Religious Studies. SA Language instructors work closely with colleagues in other disciplines such as History, Religious Studies, Anthropology, Comparative Literature, and English to offer the widest support possible for students' research interests. In addition, languages like Gujarati, Marathi, Nepali, Punjabi, and Tibetan feature frequently in students' research profiles, and some instructors offer informal reading groups in languages or dialects of their specialization. Demand for SA language offerings is very high at UT, with 634 enrollments in 86 SA language courses in 2012-13. The highest enrollments were in Hindi (250) and Urdu (86). Telugu and Malayalam were also popular with 65

Table 4.1: Language Courses			
Language	2012-13		
	Courses	Enrollments	
		UG	Grad
Bengali	4	23	0
Hindi	19	237	13
Malayalam	6	57	2
Pashto	2	7	2
Persian	17	57	17
Sanskrit	11	27	16
Tamil	6	24	1
Telugu	6	65	0
Urdu	14	76	10
Total	86	573	61

and 57 enrollments in the same period (Table 4.1). SAI also supports and encourages students to take language instruction at SASLI, a consortium with other NRCs and institutions currently housed at the University of Wisconsin, and at AIIS, AIBS, or through other appropriate language programs in the US, India, Nepal, and Bangladesh. **(GPRA 3-5)**

Depth of Language Instruction. *Hindi, Malayalam, Persian, Tamil, Telugu, Sanskrit, and Urdu are all offered from Beginner through Advanced levels.* Students also take one-on-one conference courses to study languages at the Advanced level. Pashto and Bengali have been offered at the beginner and intermediate levels. Pashto will be phased-out as demand was less than expected; a total of 9 students enrolled in those courses during 2012-13. Due to higher enrollments, Bengali will be strengthened through the hiring of a lecturer. **(GRPA 3&5)**

Students have many opportunities to learn a language of choice alongside a course in another discipline. For example, HUF offers a Hindi/Urdu medium course on the SA media. It also offers a course that pairs with *Introduction to India*, in which appropriate texts in Hindi/Urdu enhance the topics taught in English in the core course. Additionally, *The Philosophy of Iqbal* and *My Sweet Lord: Devotion in India* offer opportunities to read/analyze key SA texts pertaining to religion, philosophy, and society in their original languages. Faculty regularly hold conference courses to work with students on specialized projects, for example: examining materials in Hindi/Sanskrit related to notions of mental health in India; analyzing translations of audio and video recordings in Bengali collected during fieldwork for an ethnomusicology project; and studying a specific genre of Muslim folk literature in Malayalam. Further, within its overseas year, HUF offers Business Studies courses through the Indian Institute of Management, Lucknow, giving students a unique opportunity to study subjects for their majors in an international Hindi/Urdu-speaking environment.

Language Faculty. DAS has a high concentration of faculty specializing in SA languages and their associated literatures, cultures, and worldviews. Hindi has one professor (Snell), two senior lecturers (Shah, Shankar), a lecturer (Chaturvedi), and the regular appointment of a Foreign Language Teaching Assistant (FLTA); Urdu has a professor (Hyder), a lecturer (Hassan), and the

regular appointment of an AI and an FLTA; Sanskrit has four professors (Brereton, Davis, Freiburger, Selby) and a senior lecturer (Harzer); Tamil has a professor (Selby) and a senior lecturer (Radhakrishnan); Telugu is taught by a senior lecturer (Mohammad); Malayalam has a professor (Davis) and a new lecturer (Sasi). Two professors (Atwood, Hillman) teach Persian. Pashto has been taught through the appointment of an AI, and under the supervision of language faculty (Snell, Ali). FLTAs, under faculty supervision (Snell, Ghosh), have taught Bengali; SAI plans to hire a lecturer for Bengali instruction in 2015 to better develop and strengthen this language offering. **(Bios)** Hindi/Urdu courses with high enrollments are appointed AIs and TAs to help with teaching and grading. UT benefits from the presence of Fulbright TAs from India, Pakistan, and Bangladesh, who augment the permanent instructor's role with a different set of perspectives on the contemporary context of language use in SA.

Language Pedagogy Training. Our teachers are fully versed in current conventions of teaching and assessment, and implement strategies like performance-based teaching, planning for practical outcomes, student-centered instruction, and other best practices in language pedagogy. UT's Texas Language Center (TLC) stands at the center of this initiative and supplies an ever-present source of instruction to those responsible for curriculum and course development. SA Language faculty regularly participate in events at TLC, including such conferences and workshops as *Beyond the OPI: Making Oral Assessment Relevant* and *Improving Foreign Language Learning Through Open Education*. HUF offers its own language-training workshop at the beginning of each academic year, in which all SA Language faculty participate. Our assessment methodologies are in keeping with best practice as established by such institutions as American Council on the Teaching of Foreign Language (ACTFL) and Interagency Language Roundtable (ILR), and are based on the Oral Proficiency Interview (OPI) as the gold standard of

learning outcomes. Two SA Language faculty are certified language testers for Tamil (Radhakrishnan) and Hindi (Shankar) recognized by US Foreign Service Institute and ACTFL. In the next grant cycle, SAI will support Language faculty at UT to become certified testers in Bengali, Malayalam, Telugu, and Urdu.

Quality of Language Program - Performance Based Instruction. CoLA continues to strongly support the instruction of foreign languages, and is working with the TLC to change UT's 'Language Requirement' from an old model (technical registration in courses virtually regardless of outcome) to a new proficiency-based model. As a result, CoLA is updating its BA foreign language requirement from a credit hours-based model to achieving Intermediate (or equivalent) proficiency. *Proficiency-based instruction and requisite outcomes are the essential basis on which the SA Language program operates* and the distribution of FLAS funding is decided. Our language instruction is regulated by multiple measures. Internal reporting is the first element; DAS has instituted peer observation of all language classes to generate regular reports and trigger adjustments to practices. Reports are placed in instructor's promotion/tenure file, ensuring that best practices become incorporated into every teacher's repertoire. Quality of instruction in SA languages is significantly enhanced by faculty involvement in the development of performance-based workshops and course materials. (pp 18, 29 & 31)

Adequacy of Teaching Resources. Many of the standard course-books and ancillary materials for the learning and teaching of SA languages have been written by UT faculty. Snell's *Teach Yourself Hindi* has sold over 100,000 copies and has been translated into German, while his *Beginners' Hindi* has been translated into Spanish. Hyder co-authored the only complete first year Urdu performance-based textbook (supplemented by CD-ROMs). Shankar has directed an externally funded project developing language instruction materials in Hindi and Urdu for US

medical professionals. Language instructors for the three South Indian languages (Malayalam, Tamil, Telugu) have also worked extensively with TLC to develop and revise instructional materials. Unnithan (lecturer who retired in May 2014) worked with a DAS UT Grad to develop a new introductory textbook for Malayalam. Radhakrishnan created two Tamil language performance-based texts that include CDs and are available without charge. Furthermore, HUF leads the nation in its development of free online teaching materials. HUF faculty have worked extensively with the Center for Open Educational Resources & Language Learning, a Title VI LRC at UT, to use new media technologies and the Internet to make their expertise available beyond UT. ***HUF-developed materials*** include: *Glossaries Alive* (oral drills, informal conversation, script-reading to effectively introduce essential Hindi vocabulary and grammar), *Hindi Urdu Voicemail* (library of recorded messages for listening practice), *Hamari Boli* (database of video interviews with native Hindi-Urdu speakers); and the *Hindi Spoken Thesaurus* (unscripted Hindi-medium conversations about groups of words with related meanings). These and other podcasts and videos are available for free on the HUF website and iTunes.

Language Proficiency Requirements. UT's SA language courses have rigorous proficiency requirements and are designed to meet the four basic skills of language acquisition: reading, writing, listening, and speaking. These skills are considered within the realm of *intercultural communication competence*, or the ability to use language, interact with others, and comport oneself in culturally appropriate ways. Within the program, HUF has the most well-developed and extensive proficiency requirements and assessment practices, and serves as the leader and model for the development of student proficiency and assessment for the other SA languages at UT. HUF students undergo rigorous proficiency testing through two types of standardized testing: written tests to evaluate reading, writing, and listening skills; and an OPI to evaluate

speaking skills through structured conversations in the target language. For OPIs, HUF uses the ILR scale preferred by US governmental agencies to assess students rather than the ACTFL scale. *All language faculty regularly communicate within the framework of ACTFL-OPI practices to determine student progress.* In summary, UT's SA language program draws on best practices of the most-established standards in which proficiency is a measure of on-the-ground effectiveness of language skills in real-world situations.

5. Strength of the Library

South Asia Collection. Harnessing a century of institutional commitment, UT has built one of the country's largest and most vibrant library collections. The University of Texas Libraries (UTL) currently hold over 10 million volumes, ranking it 10th in North America in terms of size.² At present there are *180,000+ cataloged titles in 21 SA vernaculars* (not including English-language materials). UTL now provides access to hundreds of relevant free and paid databases, major electronic journals, and international web-based resources from or about SA. Dedicated to efficient and seamless availability of information, UTL is a leader in online access, having 750,000+ e-books, 114,688 e-journals, and 530 e-databases in its collection. (pp 3-4)

Due to a long-standing policy of area-related acquisitions predating the PL 480 Acquisitions Programs of the Library of Congress (LoC), UTL has particularly strong holdings in history, the social sciences (including sociology and anthropology), literature, comparative religion, philosophy, linguistics, and Hindu and Muslim religious law and constitutional law. Additional collections of SA materials may be found in the libraries attached to the College of Fine Arts and the Schools of Architecture and Law. UT's Harry Ransom Humanities Research Center houses one of the finest rare books and manuscripts collections in North America. SA-related collections at the Ransom Center include Sir William Jones' personal papers, the papers

² 2011-12 ARL Statistics.

of writers G. V. Desani, Anita Desai, and Raja Rao, and Indian photographic collections of Donald Duncan of *Life* magazine and the Earl of Mayo. The LBJ Presidential Library and Archives also holds an enormous collection of SA-related documents, memos, reports, interviews, and photos. Recent noteworthy acquisitions include: *Asian Film Online*, the *Times of India* historical backfile, *Women in Colonial India: historical documents and sources*, over 200 digital and print maps from the early 20th century, and over 75 documentaries and feature films from the British Film Institute, Magic Lantern, and the Tata Institute for Social Sciences.

Institutional Support for Library Acquisitions and Staff. UTL has a half-time SA Librarian (Rader) and a full-time Library Specialist (Bhattacharjee) committed to maintaining and expanding one of the top-ranked SA collections in the US. UTL dedicates \$131,832 in salaries to support the SA collections. *In terms of vernacular holdings, OCLC ranks us third in the US only behind the LoC and the University of Chicago and we support the only collection of note in the Southwestern region.* The Librarian manages \$110,000+ annually for acquisition of library materials in SA languages and formats. Other than \$8,000 annually from the Title VI grant for acquisitions during 2010-14, library staff and acquisitions are funded entirely by UT.

Regional, National, and International Access to Materials on South Asia. As the largest university library in the southwestern US, UTL is extensively used by smaller library systems in this region. A number of national and regional cooperative arrangements give students and faculty extensive access to off campus research materials and make UT's SA collections accessible to other individuals, libraries, and databases. These arrangements include the TexShare Library Card Program (providing free borrowing privileges for public library patrons and students, faculty, and staff at participating Texas institutions of higher education and), the UTL Reciprocal Borrowing Program (UT System institutions), the ARL Advisory Committee Reciprocal Faculty Program, and

the Research Library Cooperative Program (a resource-sharing program among UT, the University of California, Berkeley, and Stanford). UTL also partners to acquire, create, and preserve materials, most notably within the UT-System (averaging \$2,700,000 of annual collective buying power) but also in the Texas Digital Library, the Greater Western Library Alliance, and the Center for Research Libraries (CRL). The Library is a charter member of the SA Microform Project at CLR and has recently joined the SA Cooperative Collection Development Workshops (a federation of libraries seeking to strengthen the national collection).

6. Quality of Staff Resources

SAI has 55 core faculty in 19 departments that focus intensively on SA in their teaching and research. Just under a third are in the professional schools. Disciplinary strengths include Asian Studies (15), History (6), Communications (5), English (5), Anthropology (4) and Business (4). Many SAI faculty have held leadership positions within UT or elsewhere, including the Institute for the Study of Diplomacy at Georgetown University, the Library of Congress, the American Society of Civil Engineers, Indian School of Business in Hyderabad, and Ecole des Hautes Etudes en Sciences Social in Paris. Many have won awards for teaching excellence and have served as editors or board members of peer-reviewed journals, including *Comparative Studies of South Asia, Africa and the Middle East*, *Feminist Studies*, *Cultural Dynamics*, and *Journal of Marketing Research*, and have provided professional services to the US Government, Texas Legislature, UN, World Bank, National Endowment for Democracy, US Agency for International Development, AIPS, AIIS, and ANHS. UT faculty also serve as editors and on the board for the innovative South Asia Research Series, a collaboration between the Institute and the prestigious Oxford University Press, New York. *SAI has 33 additional faculty affiliates in various UT departments who focus on SA in at least 25% of their research or courses.*

Professional Development and Overseas Experience. UT faculty have spent considerable periods of time conducting field and archival research in SA, often supported by external grants and awards. Since 2010, *17 faculty members have won prestigious awards and grants* from Fulbright, Guggenheim Foundation, Institute of Advanced Study (Princeton and Berlin), US Department of State, National Humanities Center, Radcliffe Institute, Yale University, Atkinson Center for Sustainable Futures at Cornell University, and the Government of Norway. As UT does not have a sabbatical policy, external grants are crucial for faculty to obtain *supplemental UT funding*, including Faculty Research Awards (paid research leave), Summer Research Assignments, and Dean's Fellowships. UT's Humanities Institute also supports faculty with semester-long fellowships that provide a reduced teaching load and research stipend. SAI assists faculty conducting overseas research by offering additional travel awards through endowments.

Time Devoted to Teaching and Advising Students. UT faculty are committed to ensuring the highest quality research, teaching, and professional and community service. Depending on home department, faculty typically offer 2 Grad and 2 UG courses each year. Due to UT's emphasis on improving the quality of UG education, senior professors increasingly teach freshman classes. Many faculty offer individual instruction to advanced Grad students on specialized topics. All faculty members regularly serve as advisors on dissertation/thesis committees.

NRC Staffing and Oversight. The primary governing body for SAI is an elected faculty advisory committee (FAC) that follows the by-laws in SAI's governing document circulated to all affiliated faculty at the beginning of each academic year. Elections take place each summer. The FAC reflects diversity of rank, discipline, college affiliation, and gender and meets once each semester to review the working of SAI, its budget, and plans for the future. In addition the Director, through personal meetings and online communication, keeps all faculty affiliates aware

of programs and strategic initiatives. *SAI staff includes the Director, Assistant Director, Accountant/Events Coordinator, and the Outreach Coordinator.* SAI's Director is faculty in Anthropology. The Assistant Director has a PhD in Cultural Anthropology with training in Hindi-Urdu and overseas experience in North India and Pakistan. The SA Librarian holds MAs in SA Studies from the University of Washington and Library and Information Science from UT, as well as advanced training in Hindi-Urdu and Tamil from AIIS and Madurai Kamaraj University in India. SAI's Accountant has a BA degree and more than 15 years of accounting and administrative experience at UT. The Outreach Coordinator holds a bachelor's degree with a double major in International Studies and Religious Studies, and a SA certificate from the University of Wisconsin at Madison. SAI is aided by 2 half-time staff, who were hired to assist on, and are funded through, other grant programs. (pp 36)

Equal Access to Employment. UT is committed to creating a culture of inclusiveness and respect. All departments are responsible for ensuring UT's compliance with Equal Employment Opportunity and Affirmative Action policy. In fall 2012, *minority representation among UT's full-time faculty was 21.6%; women comprised 38.1% of UT faculty. Of SAI's core faculty, 33 are men and 22 are women. Twenty-four are of South Asian heritage.* Of new SA studies faculty hired in the last 4 years, 3 are women and 6 are of South Asian heritage. UT's commitment to diversity is enshrined in two offices: the Office of Institutional Equity (OIE) and the Division of Diversity and Community Engagement (DDCE). OIE supports the creation of a nondiscriminatory workplace. Departments initiating searches must submit a Faculty Placement Goal report to OIE, demonstrating cultivation of a diverse applicant pool. Search committees must: 1) advertise the position to women, minorities, and disabled applicants; 2) make efforts to include minorities and women interviews; 3) keep records to demonstrate all affirmative action

procedures have been followed; and 4) submit a report at the end of the search. OIE oversees compliance reporting obligations and works with the Southern Association of Colleges and Schools and the US Dept. of Ed. Through DDCE, UT has implemented a *comprehensive campus climate assessment system to regularly evaluate UT as experienced by all sectors* (including, but not limited to, people of color, women, LGBT communities, people with disabilities, and people from disadvantaged socio-economic sectors, working families, and non-traditional students). UT embraces diversity in all its forms and strives for an inclusive community that fosters an open, enlightened, and robust learning environment. **(GEPA)**

7. Outreach Activities

The primary focus of SAI outreach program is development and training of K-16 educators. **(AP)** SAI meets this goal through direct instructional interaction, collaborative activities, and the creation of teaching materials related to SA and its languages. SAI works through 3 outreach programs: 1) *SAI's own K-16 program* dedicated to area content focused exclusively on SA; 2) *HUF's program* to support the instruction of SA LCTLs; and 3) *SAI's participation in the Hemispheres Consortium* that brings together 5 of UT's centers for South Asia, Russia and Eastern Europe, Latin America, Western Europe, and the Middle East. In 2010-14, SAI's

Table 7.1: SAI K-12 Educator Workshop 2010-14	
Topic/Theme	Participants
Emergence of Hinduism and Buddhism in India	29
Bringing India into the K-6 Classroom	22
Bhutanese-Nepali Refugees	45
Tibet and Buddhism	38
Another Kashmir: Beyond the Security Paradigm	28
India and the History of Photography	17
Total	179

combined K-16 program reached 500,000+ educators and students, as well as school districts and Texas Education Agency ESCs.³ SAI also supports the media,

businesses, government, non-profit agencies, and members of the general public through other activities. Our combined outreach works at the local, regional, and national levels.

³ The TEA has designated 20 regional Education Service Centers (ESCs) that work with counties and school districts within the area to provide professional development opportunities, expert assistance, direct services, and alternative certifications to educators and school personnel.

Elementary and Secondary Schools. During 2010-14, *179 teachers attended SAI's professional development workshops for K-12* (Table 7.1). SAI carefully designs each workshop to meet Texas Essential Knowledge Skills requirements so it is easier for teachers to incorporate the materials into their curricula. Through these events, we recruit teachers to partner in the development of new, innovative lesson plans.

SAI has received a highly positive response to its curricula, which are available online. For example, Women in Security, Conflict Management, and Peace recently approached SAI's outreach program to use portions of a SAI unit for an Education for Peace Handbook. Two other lesson plans have been identified as model units by Round Rock ISD and are now fully implemented in World Geography courses district-wide. During 2010-14, SAI outreach staff presented *one new curriculum unit per year at the annual meetings of the Texas and National Councils for Social Studies* (TCSS, NCSS) and provided travel funds to teacher-collaborators to co-present. Through the NCSS conferences we *distributed SAI-developed curriculum to teachers from 28 states*, plus some from Canada, Kenya, and Mexico (Table 7.3 on the next page shows selected SAI-developed materials). SAI has developed an extremely close relationship with Austin-area ISDs and the Regional ESC. *SAI is partnering with Region XIII ESC* on a new project, *The Social Studies Critical Thinking Lab*, for middle and high school social studies courses. SAI also worked to initiate the *South Asia Book Award*; SAI's Assistant Director has served as content expert for the award and regularly appoints a local teacher to serve on the selection committee. Administered by the SA National Outreach Consortium, the award is given annually for two outstanding books written for early childhood to secondary reading levels that accurately and skillfully portray SA. In spring 2014, *SAI partnered with Global Exploration for Educators Organization* to lead a group of 14 educators on a trip to north India during spring

break. In 2014-18, SAI plans to host additional teacher trips. SAI provides many other services to the K-12 community, including conducting school presentations and hosting activities at “Explore UT,” an event that attracts more than 50,000 teachers and students from across Texas.

SAI’s collaboration with Hemispheres continues to extend the reach of SA teaching content and materials. Since the Consortium is TEA certified, attendance at our events allows educators to meet professional development requirements. The premier event remains the annual

Table 7.2: Hemispheres’ Summer Institutes		
Topic/Theme	Year	Participants
War and Conflict	2014	37
Untangling World History	2013	40
The City	2012	38
Cold War Cultures	2011	42
Unraveling Race and Ethnicity	2010	36
Total		193

Summer Institute (Table 7.2). During 2010-14,

Hemispheres directly served educators from 13

different ESCs (serving 773 ISDs) who attended

professional development sessions either at UT or at

regional training sessions conducted in situ at ISDs or ESCs around the state. Hemispheres publishes a weekly e-bulletin (3000+ subscribers) announcing local, state, national, and international learning and training opportunities for teachers. In 2012-13, Hemispheres newsletters were downloaded by 3,436 users. The consortium website, which includes a

number of global studies lesson plans, received **61,842 total downloads** for the same period.

Table 7.3 lists SAI-contributed lesson plans. SAI also collaborates through Hemispheres on the extremely popular *15 Minute History podcast series*, which has over 37,000 iTunes and RSS

subscribers. This podcast series is devoted to short, accessible discussions of important topics in History, and includes supplemental

Table 7.3: Selected SA Curricula and Online Resources Created in 2010-14	
Title	Type
Outsourcing and the Rise of India in the Global Market	SA Full Unit
Women and Global Factory: Garment Industry in Sri Lanka	SA Full Unit
The Indian Independence Movement: Salt Protests of 1930	SA lesson
Women in India: The Colonial Period to the Present	SA lesson
The Buddha and his Time	15-minute History
Indian Ocean Trade	15-minute History
South Asian Cities	LoC ARS
Listening to the Voices of Afghanistan	LoC ARS

resources and primary documents for each episode. In 2011, *Hemispheres received a grant from*

the LoC Teaching with Primary Sources Western Region Center to promote the use of primary sources to teach world studies. Hemispheres worked with 38 K-12 educators to create annotated resource sets. Hemispheres also works closely with *CoLA's UTeach preparation program* to train teachers and share resources on global themes. In 2010-14, through training sessions we helped 378 pre-service teachers prepare for careers in K-12 education. In 2014-18, Hemispheres will intensify its work with pre-service teachers by *partnering with faculty in the College of Education at TSU* to develop a series of training events and curriculum development partnerships. We will use this connection to work with additional pre-service educator programs at other MSIs in the San Antonio area.). (NRC CP2; pp 2, 34-35, 40-41, 49)

SAI collaborates with HUF to assist *K-12 Hindi/Urdu language teachers in the Houston and Dallas* areas, both by visiting their language programs and having their teachers and students come to UT each year. HUF also has established partnerships with Bellaire High School in Houston, TX and Hindi USA in Edison, NJ. HUF professors are very *active in STARTALK programs* across the country, both as teachers and teacher-trainers; several current STARTALK teachers are UT alumni. In fall 2014, we are collaborating with STARTALK and Hurst-Euless-Bedford ISD (Dallas) on a one-day workshop, *Hindi is Here!*. HUF has begun discussions with STARTALK's Director to establish a standard curriculum for Hindi teaching in K-12 schools and to oversee development of new teaching materials. Standardizing curriculum would enhance the success of Hindi students at the secondary level and provide a much-needed increase in the number of educated, well-motivated applicants for SA studies and language programs at US universities.

Post-Secondary Institutional Partnerships. SAI has worked intensively with faculty from

Johnson County Community College in Overland, KA; TX; Huston-Tillotson University (HT) (an HBCU) in Austin, TX; the University of Texas at San Antonio (an MSI); and Sam Houston State University⁴ in Huntsville, to *create new courses and revise materials* for current offerings (Table 7.4). SAI also collaborated with these institutions to host film festivals, honors symposia, continuing education opportunities, and visiting speakers on their campuses. In the next grant cycle, SAI will continue to deepen connections with HT by partnering with them to create a new global studies major and develop new courses and revised instructional materials (especially

Table 7.4: Selected Courses Post-Sec. Partner Institutions 2010-14	
Title	Type
Islamic Identities in Medieval India thru the British Raj	New
Islamic Mysticism	New
Culture Power and History in South Asia	New
Religions of India	New
Women and Gender in India	Revision
History of Sexuality	Revision
Global Epistemology	Revision

focusing on content on Islam and the Muslim world), Urdu instruction, global service learning, and study abroad opportunities.

Based on the success of the HT collaboration, *SAI has developed new initiatives to create similarly fruitful and sustaining partnerships* at the institutional level with St. Eds; and faculty-level with St. Mary (MSI in San Antonio) and Austin Community College (ACC). (NRC CP1; pp 2, 35-36, 38, 41-42, 50). Each year, SAI organizes *one international workshop or conference* to advance knowledge by bringing together leading scholars from across Texas, the US, and abroad (Table 7.5). In addition, SAI sponsors a biennial international Grad student conference, the Texas Asia Conference (TAC). In 2013, TAC featured 30+ academic panels and drew 100+ participants from the US and abroad. TAC provides a forum to create trans-regional,

Table 7.5: Selected Post-Sec Conferences 2010-14
Contested Pasts, Competing Futures: Bangladesh's History, Culture and Politics
Buddhism's Boundaries
Emergent Voices: Pakistan in the 21st Century
Texas South Asia Conference

trans-temporal, and interdisciplinary dialogues by bringing together young scholars from across of

⁴ SIISU is designated as a non-MSI with significant minority enrollment. In 2011, 69% of students received some form of financial aid; the same year it was ranked among the top 100 US universities to confer the most UG degrees on students of color by the magazine *Diverse: Issues in Higher Education*.

academic fields and regional divisions ANS. These events often lead to publications and research collaborations between faculty and students participants.

In terms of Hindi and Urdu, HUF has also played a central role in the instruction of SA LCTLs at the postsecondary level. ***HUF worked with AIIS to develop and enhance its Hindi and Urdu programs***, by providing new materials, pedagogical methods, and enhancing their engagement with the interdisciplinary study of the region. These developments have been largely designed by UT faculty Hyder, who directs HUF's overseas program. In 2013-14, ***UT also helped to reinstate the Berkeley-AIPS Urdu Program in Lahore***. SAI Director (Ali), as President of AIPS, was instrumental in reviving this Program and sits on its organizational committee. Further, one of UT's Urdu faculty is chairing its Curriculum, Teaching, and Assessment Committees and authoring course materials. (pp 19-20)

Business Community, General Public, and Media. SAI and its affiliated faculty in McCombs collaborate with UT's CIBER program and other organizations to support the business community by regularly co-sponsoring events and lending global expertise to such organizations and programs as The Indus Entrepreneurs (TiE), the City of Austin's International Trade Education Series, GlobalAustin's Center for Global Visitors, and the World Affairs Council of Austin and San Antonio. In the next grant cycle, SAI plans to continue and expand these collaborations by working with the Asian American Chamber of Commerce in Austin and with UT's CIBER on the Global Entrepreneurship Training Program for Exporting. SAI also supports local media and service organizations by hosting events for the general public, including *Rise up in Service--A Day of National Service*; *Let's Talk India Roundtable Discussion: Censorship versus Freedom of Expression*; talks by government officials, including the US Ambassador to Bangladesh; a series of seminars titled *India--Country at the Cross Roads* at the UT Forum

through the Osher Lifelong Learning Institute; and documentary film screenings and discussions with filmmakers in partnership with *Indie Meme*, which works with independent filmmakers from SA. HUF also routinely lends its expertise to the wider community, notably through the development of *Language for Health*, an interactive website featuring filmed interviews with health-care practitioners in India and educational materials in the specialized medical registers of Hindi/Urdu of benefit to working professionals as well as students. SAI and HUF plan to partner on new projects to create additional resources for use by non-profit organizations in the healthcare sector. SAI faculty also routinely respond to media requests to offer insight into coverage of current events, and serve as translators and expert witnesses for human rights organizations and asylum cases with US Customs and Immigration Services.

8. Program Planning and Budget

The three initiatives outlined below address the **Absolute Priority** of providing the highest quality of teacher training activities relating to the SA region and its languages. Each expands on, or is modeled after, previously successful SAI programs. Further, the initiatives will achieve sustainable impacts through strategic cost-effective partnerships with other institutions and organizations. By collaborating with entities that share our objectives, we will create low cost programs with far reaching impacts. In addition, SAI will continually seek out and pursue no-cost opportunities for collaborating with partners in all areas.

1) Coastal Connections & Cultural Currents: Reimagining South Asia: This initiative focuses on South India, the Indian Ocean and the coastal regions of SA. Two conferences, *Coastal Cities in South Asia* (G.5.e \$7,965 in Year 3)⁵ and *Rethinking the Indian Ocean* (G.5.f \$7,814 in Year 4), have been planned to address this initiative. Within this context, SAI proposes to also strengthen the instruction of South Indian priority languages (Malayalam, Tamil, Telugu)

⁵ Please refer to Appendix 1: Budget Notes and Narrative Justification pp A1-4 through A1-11.

and will organize a conference *Literature and Translation in SA* linked to this initiative (G.5.c \$8271 in Year 1). In the forthcoming grant cycle SAI will also host the national *Himalayan Studies Conference* (G.5.d \$8994 in Year 2). We additionally propose *multi-disciplinary seminars and workshops*—Visiting Jurist Program, Inter-Regional Public Debate Series, Global Entrepreneurship Training for Exporting (G.6,7&8 totaling \$3000 per year). *Other Symposia and Seminars* funded through the grant include the weekly *SAI Seminar Series* (G.5.a \$20,000 in Year 1; \$13,000 in Years 2 & 3; and \$9000 in Year 4). SAI faculty are regular speakers in the series; the grants contribution will be supplemented by UT and endowment funds in the grant's last three years. The *biennial Texas Asia Conference, run by UT Grad students* (G.5.b \$3,000 in Years 1 & 3) also works to create cross-regional and cross-disciplinary understandings of SA, while simultaneously aiding Grad students with their professional development. Costs for the programs listed above are shared with DAS and/or SAI endowment funds.

2) Strengthening Instruction of Priority South Asia LCTLs: Through cost-effective partnerships within UT (HUF, TLC) and outside of UT (SASLI, STARTALK, and school districts in the Dallas and Houston areas), SAI proposes to support: *a) South Asian Summer Language Institute* (SASLI) currently housed at the University of Wisconsin (G.4.a for \$8000 per year). This consortium, supported by all SA NRCs, is vital to the continued training in priority SA LCTLs; *b) training workshops for language instructors of priority SA LCTLs at the K-12 level* (G.4.d \$5000 in Year 1; \$2000 in Years 2 & 4; \$4000 in Year 3); *c) Increasing Online Access and Development of New Materials* (G.4.b \$20,000 in Year 1 only) for priority SA LCTLs taught at UT. All instructional materials will be freely available through HUF and SAI websites. *d) South Asian Language Assessment New Paradigms and Practices* (G.4.c \$10,000 in Year 1 only), a language pedagogy workshop that will lead to the comprehensive

development of assessment materials. SAI will partner with HUF and TLC on the last two activities and will develop systems and secure funding in Years 2-4 to support their continuation.

3) Building Global Capacity through Reciprocal Partnerships. Three types of partnership programs will be developed as part of SAI's third initiative: a) collaborative activities related to K-12 educators, with a specific focus on b) preparing the nation's future K-12 educators; and c) working with HBCUs, MSIs, and community colleges to develop/strengthen global studies.

a) K-12 Programs for In-Service Educators: Through its combined K-12 outreach program SAI achieves cost-effective, high impact results by partnering with other NRCs (at UT and across the nation) and working with K-12 institutional partners (administrators and curriculum coordinators at the ISD and regional ESC levels). We also require concrete results through the production of new curriculum presented and circulated through websites and at regional and national training events geared toward K-12 educators (TCSS, NCSS, in-service sessions). SAI proposes to maintain excellence in training K-12 educators through the Hemispheres Consortium. **(Section 7)** Many *activities will continue to be conducted in partnership with Hemispheres* (G.1.a,b,c&d totaling \$8000 per year), including K-12 summer institutes at UT and regional training sessions across Texas that allow Hemispheres to reach educators unable to attend UT-based programs. SAI will work with Hemispheres to create more online training sessions in partnership with ISDs and ESCs in 2014-18, which come at no cost and support higher numbers of educators. SAI also furthers the *development of SA-specific teacher training and curriculum development* through its own activities (G.1.e&f totaling \$5000 per year). We contribute/commit other state and endowment funds to further support K-12 outreach programs and activities.

b) Collaborations with Colleges of Education and Teacher Preparation Programs: While SAI will greatly expand this initiative in 2014-18, we anticipate very high-impact results at a very

low cost early in the implementation process. We will achieve this first by promoting, and making more widely available, our current training programs and resources for K-12 teachers (described above) to pre-service teachers. Since needs of those in teacher-preparation programs are very similar to those of in-service educators, we anticipate this group will be easily integrated into currently successful activities. We will further expand our links into this new constituency through the development of *new strategic partnerships with TSU's Department of Curriculum and Instruction* and *UT's College of Education* (G.2.a&b totaling \$3000 per year).

Hemispheres will also continue its partnership with the *UTeach-Liberal Arts* teacher preparation program⁶ at no cost to the grant. (pp 29)

c) Partnerships with MSIs and Two-Year Colleges: SAI has identified a growing demand for SA expertise and new curriculum materials at HBCUs, MSIs, and community colleges in Central Texas. SAI proposes a number of related programs and activities that together will support the development and expansion of global and SA studies at these institutions. Grant funds will be complemented by partners through course releases, administrative support, or other supplements and incentives. SAI proposes *two substantial institutional partnerships* with Huston-Tillotson University (HT) (an HBCU) and St. Edward's University (St. Eds) (a Title III/Title V eligible MSI), in which we will work with faculty and administrative partners in an intensive and comprehensive capacity to develop sustainable programs on their campuses. We propose additional, *targeted faculty-level partnerships* with St. Mary's University (also a Title III/Title V eligible MSI) and Austin Community College (ACC). In these collaborations, we propose a number of interrelated programs and activities designed to feed into one another to build momentum in programming and guarantee greater impacts. Activities include: new course

⁶ UTeach-Liberal Arts is a professional middle and high school teacher preparation program for UT UG and Grad students planning to teach social studies or languages other than English.

offerings/ revisions to integrate SA studies; the instruction of priority LCTLs; the development of other SA programming – symposia, guest lectures, film festivals, study abroad opportunities, and internationally-focused service learning programs at these institutions; and professional development of faculty through workshops and mentoring partnerships (G.3.a,c,d,f&g \$33,700 per year). Additionally, we propose to convene an *intensive series of workshops that will lead to the development of a Global Studies Major at HT* by the end of the grant period (G.3.b at \$7,500 in Year 1 only) and *cohost two major SA Conferences at HT and/or St. Eds* to bring together local and international speakers and participants to advance discussions on a given theme of contemporary importance related to the SA region (G.3.e \$8,000 in Years 2 & 3 only). The conferences will benefit participants invited from nearby colleges and universities and raise the profile of HT and St. Ed's international programs that are otherwise being supported and developed through partnership activities described above. We will also contribute funds for MSIs to purchase library materials related to new course offerings at MSIs (E.2 \$5,000 in all Years).

Effective Use of Resources and Personnel. SAI has increasingly sought matching funds from private sources (endowments and community support) to supplement state and federal funding of its activities, including language teaching. Each of the collaborative efforts identified above also greatly expands the impact of SAI programming and allows SAI resources to be leveraged by no-cost, but highly significant, contributions from partnerships. **Staff Salaries** (A.1,2&3): The Director's salary is fully covered by UT. For the three SAI staff salaries included in the NRC budget, UT will cover 71% of the cost; these full-time staff are devoted 100% to NRC activities. SAI receives significant administrative support from various staff positions in HUF (2) and DAS (4) that are *not* included in NRC grant. **(pp 25; BIOS)** SAI's outreach program is further supported by two part-time student assistants, entirely paid by UT. *Instructors of priority SA*

LCTLs (A.4.a,b,c&d): All Hindi and Urdu faculty salaries are covered by UT and HUF grant funds. Since HUF's creation, UT has greatly expanded Hindi/Urdu instruction, and the overall quality of instruction of all SA languages has benefited from HUF's pedagogical training and assessment models. For the three South Indian languages (Tamil, Telugu, Malayalam) offered at UT, 75% of Lecturer salaries will be covered by UT and partly by funds pledged by members of Texas SA communities. Of particular note, ***more than 84% of the direct charges in the proposed budget go directly towards addressing Absolute, Competitive Preference and Invitational Priorities***. SAI is confident that the range of activities directly addressing these priorities will be accomplished at the lowest cost through strategic collaborations, by seeking out grants and endowment funds that best meet program goals, and through regular adjustments to programs and activities based on partner and participant feedback and other evidence from regular evaluation practices. Moreover, as the impact data in Section 9 indicates, SAI effectively uses its various resources to further its mission.

Long-Term Impact. At the completion of the requested NRC grant, SAI expects to have significantly increased opportunities and cost-effective, sustainable programs in the following areas: 1) new teacher training in foreign language and international studies; 2) training in foreign language, area, and international studies at partner MSI universities and two-year colleges; 3) UT student training in foreign language, area, and international studies; and 4) training in foreign language, area, and international studies within collaborations across colleges and NRCs at UT Austin. In order to ensure the continuation of long-term, sustainable impacts and the continued integration of best practices into its programs, SAI requests support for program evaluation (*G.10 \$5000 per year*). (Section 9; pp A4-1 through A4-9)

9. Impact and Evaluation

Impact of Center Activities. In the current grant cycle, we conducted *widespread training and distribution of materials for K-12* teachers, district and regional curriculum specialists, and teachers-in-training around the state (Section 7). In 2010-13, SAI achieved a 45% increase in participation in training workshops, a 25% increase in the average number of hits on curriculum websites, and a 40% increase in the average number of curriculum CDs distributed (Table 9.1). In addition, we successfully *partnered with 1 community college, 2 MSIs, and 1 non-MSI with significant minority enrollments* in Texas and Oklahoma in 2010-14. Our post-secondary institution partnerships have resulted in collaborative activities—cultural events, curriculum development, lecture series, paneled discussions, presentations, seminars, and symposiums—that all enhance SA curriculum, courses, and programs for their institutions. (Section 7)

Table 9.1: K-12 Training and Resource Use (2010-13)	
Training Events	
Activities	41
Attendees	1,139
Resource Use	
Website curriculum hits	204,070
CD curriculum distribution	1,350
Training/Resource Feedback	
Relevant to my teaching	91%
Will use in my teaching	86%

Furthermore, we have made a *large and diverse number of courses and training opportunities* available to UT students and have seen a *high number of enrollments in*

Table 9.2: Courses, Degrees Awarded, and Post-graduate Use of SA Priority Languages and Area Studies for 2012-13	
Total number of SAI-related courses	462
Enrollment (% passing course grade)	12115 (95%)
Number of graduate courses	161
Graduate enrollment (% passing)	1716 (93%)
Number of undergraduate courses	301
Undergraduate enrollment (% passing)	10399 (96%)
Degrees awarded with 15 or more credits in courses with 25% or more SA content	327
Bachelors – Masters – Doctorate	258 – 57 – 12
Post-graduate use of SA Priority LCTLs	
Percent in In current graduate program	92%
Percent in current employment	53%

courses and SA-focused graduates

(Table 9.2). UT offers a large number of courses across a wide range of schools and departments that include SA content. (Section 3, Tables 3.1, 3.2, 3.3 & 3.4.)

In 2010-13, a total of 768 students graduated with at least 15 hours in SA

language courses or courses with 25% or more SA-focused content. These included Bachelors,

Masters, and Doctoral students from the Colleges/Schools of Architecture, Business Administration, Communications, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Social Work, Nursing, Public Affairs, and Law. **(Section 2, Tables 2.1 & 2.2)** Follow-up surveys with graduates for 2010-13 indicated that 68% of respondents in Grad degree programs and 55% of respondents with jobs indicated that they are using SA language and/or area studies in their current positions.

Finally, SAI's overall *outreach included a wide array of activities with an impressive number of attendees* as we worked on *substantially more collaborative projects* than independent projects (Table 9.3). These activities included conferences, cultural events, curriculum development, exhibits, lecture series, panel discussions, performances,

Table 9.3: SAI Outreach Activities and Collaboration			
Areas	2010-11	2011-12	2012-13
Total Attendees	10,858	40,803	69,074
Total Outreach Activities	105	112	92
Collaborative Activities	87	89	74

seminars, and symposiums and were conducted within ongoing partnerships with other NRCs a number, and of UT's

professional schools and departments, as well as with a variety of new partnerships with other educational, business, government, and non-government agencies. **(Section 7)**

Equal Access. UT is committed to providing equal access and treatment for eligible students who are members of traditionally underrepresented groups, which complies with GEPA Section 427. **(pp 25-26; GEPA)** To increase access to higher education for historically underrepresented groups, UT guarantees admission to 75% of all Texas high school students graduating in the top 7% of their class. In 2012-13, UT's total enrollment was 55,100; the number of Hispanic students increased from 9,535 in 2011-12 to 10,220 in 2012-13 while African American students rose from 2,476 to 2,520. *UT awards more PhDs to Hispanic students than any other university in the US and ranks 16th in awarding advanced degrees to African-Americans.* In

2014, UT received *Diversity Abroad's 2014 Excellence in Diversifying International Education (EDIE) Award*. The EDIE honor recognizes the IO's 6-year strategic effort to address academic, financial, and other barriers that inhibit study abroad participation among underrepresented groups, including first-generation college students, racial and ethnic minorities, natural sciences majors, and more. Since 2008, UT's IO has *increased the percentage of underrepresented students studying abroad to 44%* in 2012-13—a 22% jump. SAI is itself a diverse program as represented by its faculty body (**pp 25-26**) and its success in awarding FLAS fellowships to a diverse group of awardees (Table 10.1). In Texas, SAI's combined Outreach programs have successfully reached urban and rural school districts with high numbers of minority students.

Evaluation Plan. For the upcoming grant cycle, SAI will focus on four goals.

Goal 1 is to increase by 20% opportunities for new teacher training in foreign language,

area, and international studies. From our experiences with K-12 training in 2010-14, we determined that the biggest impact can be made by providing in-person training to large numbers, making more information available online, and working within partnerships with other educational agencies and institutions. In addition, we will track feedback by novice and experienced professionals to better tailor workshops and resources to different levels. *For K-12 training and resource use in the next grant cycle*, SAI will focus on increasing the numbers of new service and pre-service professionals participating in training workshops and distance learning opportunities for area studies (performance measure 1.1) (**pp A4-1**), and for priority languages (performance measure 1.2) (**pp A4-2**), and increasing the numbers of activities and curricular resources within partnerships between SAI and K-12 teachers (performance measure 1.3) (**pp A4-3**). For all activities we will track the numbers of activities, attendees (and their

level of experience), and feedback from participants on usefulness of information, intention to use, and suggestions for future activities.

Goal 2 is to increase by 20% the opportunities for training in foreign language, area, and international studies at partner MSIs and two-year colleges.

Our experiences with post-secondary collaborations in the current cycle were successful and rewarding and will be extended in the upcoming grant cycle. *For MSI and community college collaborative efforts in the next grant cycle*, SAI will focus on increasing the numbers of activities and courses related to foreign language, area, and international studies at MSIs and two-year colleges (performance measure 2.1) (pp A4-4) and activities related to teacher training at MSIs and two-year colleges (performance measure 2.2) (pp A4-5). For all activities we will track the numbers of activities, partners, and attendees as well as feedback from partners/participants, as described in Goal 1.

Goal 3 is to increase by 10% the opportunities for student training in foreign language, area, and international studies.

Information obtained through the tracking of student enrollment, course grades, student evaluations of courses, SAI certificates, and FLAS program results has indicated that UG and Grad students are enjoying and excelling in their education related to SA. Obtaining feedback from Grad students gives us an idea of how many are using SA language and area studies in their advanced degree programs or employment; however, we need work with other entities at UT (i.e., specific schools and colleges and the alumni program) to get feedback for a greater percentage of UG and Grad students who have obtained degrees.

For student training in the next grant cycle, SAI will focus on increasing the numbers of UT students participating in language and area study activities, courses, programs, and degree plans related to priority languages (performance measure 3.1) (pp A4-6) and students who graduate with degrees related to priority languages and area studies (performance measure 3.2) (pp A4-7).

Although we cannot use under-served or under-resourced student status as a requirement or hold positions for under-served and under-resourced students for fellowships according to UT guidelines, we will promote study and research abroad, job placement programs, courses, FLAS fellowships, and degree programs related to SA within campus-based student organizations and services across UT with an emphasis on under-served and under-resourced students. We will continue to track student enrollment and grades in courses, students in degree programs, and graduated students, and also track information on under-served and under-resourced students.

Goal 4 is to increase by 10% the opportunities for training in foreign language, area, and international studies within collaborations across UT colleges and NRCs. From our

experiences in 2010-14, we have learned that collaborative activities can reach larger numbers and more diverse populations of people as well as better integrate SA language and area studies into a broader framework of other disciplines, international relations, and current topics, all while sharing costs and workloads. Thus, over time we are focusing more effort on collaborative activities and less on independent activities. *For collaborative opportunities in the next grant cycle*, SAI will focus on increasing the numbers of activities that integrate foreign language and area studies within contemporary issues (performance measure 4.1) (pp A4-8) and within other disciplines (performance measure 4.2) (pp A4-9). For all activities, we will track numbers of activities and partners, and obtain feedback from partners and participants on usefulness of information, intention to use, and suggestions for future activities.

For All Goals, and according to each performance measure, SAI will collect quantitative and qualitative data over the 4-year period beginning fall 2014. All data collections will be incorporated into regular program procedures; measures for data that are not currently being collected will be developed and implemented in fall 2014. Sources for data include tracking,

databases, surveys, and language proficiency tests. SAI staff and faculty will be responsible for collecting and tracking data for 1) activities and attendance on paper or electronic sign-in sheets designed for this project; 2) student enrollment and grades in courses, enrollment in SAI-related degree programs, and graduation status and future plans for students in SAI-related programs from various entities at UT at the end of each semester; and 3) feedback from participants and partners on paper or electronic surveys designed for this project. SAI staff and faculty will also be responsible for amassing and entering data in each of these areas into spreadsheets created for this project. SAI has requested that Jessica Hartos, PhD at University of North Texas (formerly with UT's Center for Teaching and Learning), serve as the external evaluator for the 2014-18 grant period. Dr. Hartos has expertise in program development and evaluation, research design, and statistical analysis for outcomes related to higher education. She served as SAI's evaluator in 2010-14, and will continue doing so for the new grant cycle. Dr. Hartos will be responsible for designing paper or electronic sign-in sheets, paper/electronic feedback surveys for partners and participants, and spreadsheets for entering data at the beginning of the project. For each reporting period, she will also be responsible for receiving evaluation data, analyzing it according to the performance measures, and writing reports of the results. Findings will be expressed in narrative, tables, and graphs as appropriate. In addition, she will be available year-round for questions and concerns related to program evaluation activities (Table 9.4 – on next page).

Efforts to Increase Supply of Specialists and Address National Needs. SAI's activities and training programs have contributed to an increased supply of specialists on SA as reflected by their placement in jobs in higher education, government agencies, and the private and non-profit sectors. SAI alumni occupy important positions across the Federal government (US Army Foreign Affairs Officers and SA specialists; Cultural Affairs Officers at US Embassies in

Table 9.5: Response to 2010-13 Alumni Surveys

Employment Sector	Response
Elementary or secondary education	2%
Federal government	10%
Foreign government	2%
Graduate study	11%
Higher education	25%
International organization (in US)	8%
International organization (outside US)	8%
Private sector (for profit)	27%
Private sector (non-profit)	6%
State or local government	2%

New Delhi and Kathmandu; Staff Assistant in Intergovernmental Affairs; and Foreign Service Officers at USAID and the US Dept. of State). SAI also has graduates currently working in private companies and non-profit organizations (Logistical Solutions International; Center for Disease

Dynamics, Economics, and Policy; Shraman South Asian Museum and Learning Center in Dallas; Dell Inc.; World Trade Centers Association). Additionally, the HUF program is specifically designed to produce graduates with near-native levels of proficiency in Hindi and Urdu who have entered professional fields of service (analyst for the US Dept. of Treasury, Fellow for Teach for India, and other positions with Business Talent Group, Ernst & Young, and Gigya). Furthermore, the majority of FLAS fellowships are awarded to applicants whose language specializations, programs of study, or professional aspirations meet national needs (many of the examples listed above were former fellowship holders). (Table 9.5) ***SAI awards 100% of FLAS fellowships to the study of priority SA LCTLs*** (Table 10.2) to meet national needs for expertise in these languages. **(FLAS CP 2)** SAI faculties continue to mentor many FLAS fellows who have graduated and now lead SA area and language studies at top US colleges and universities (examples include Yale University, Georgetown University, Northwestern University, Emory University). To increase job placement, SAI maintains close mentoring relationships with Grad students, including FLAS fellowship holders, working with them on professionalization and job placement while at UT. **(pp 9-10)** SAI faculty and staff maintain close relationships with former students, who regularly return to UT to participate in

SAI-sponsored language pedagogy workshops and academic conferences, speak as part of seminar series, or present to current students about their careers. SAI has an active alumni Facebook page; numerous alumni continue to receive SAI's weekly e-bulletin.

10. FLAS Awardee Selection Procedures

Advertising and Recruiting Applicants. SAI disseminates information on its FLAS Fellowship through the webpages, blogs, Twitter feeds, Facebook pages, and email lists of many offices at UT, including Grad and UG coordinator networks, HUF, CIBER, and all departments, including the professional schools, with SAI faculty. UT's Grad coordinator network alone reaches more than 100 Grad coordinators, plus the Grad School Fellowship Managers and other members of the Grad School and Registrar's Office. Through the Dean of Students' Student Activities Office, SAI also announces the FLAS Fellowship via the University Unions Digital Screens, a networked system of screens across campus that advertise programs and events of interest to students. Information is also included on CoLA's Global Assist and Study Abroad Scholarship Databases. Advertising intensifies in December and January. In early November, *SAI works with UT's other FLAS centers to plan a series of informational sessions.* The first UG advisor groups and the Grad program coordinator network and reviews fellowship objectives (including competitive priorities), financial and career benefits, responsibilities of awardees, and application procedures of UT's various FLAS Fellowships. Application materials and brochures are given to advisors to share and review with students. Students who meet FLAS criteria are identified and invited to attend a second workshop for interested applicants to further inform them about this funding opportunity and answer questions about the application process. At least two previous FLAS recipients are invited to participate in the student-focused workshop to address inquiries from the perspective of prior awardees and share their experiences as Fellowship holders. During

each application period, SAI

documents all inquires in order to

update a detailed FAQ that is posted

to its website. The FAQ covers

eligibility requirements; application

processes; funding amounts and

usage; program restrictions; and testing and reporting requirements.

Table 10.1: Diversity in SAI FLAS Awards, 2010-14							
Period	Total	Hum	SoSci	ProSch	M	F	Min/LGBT
2010-11 AY	10	7		3	3	7	3
2011 Sum	8	5		3	5	3	2
2011-12 AY	10	7	1	2	7	3	3
2012 Sum	7	4		3	5	2	4
2012-13 AY	11	6	1	4	5	6	2
2013 Sum	7	5		2	3	4	2
2013-14 AY	9	7		2	3	6	1
2014 Sum	9	6		3	2	7	3
Total	71	47	2	22	33	38	20
Percentage	100%	66%	3%	31%	46%	54%	28%

SAI takes great care to nurture diversity in the FLAS applicant pool, engage groups traditionally underserved in global studies/study abroad, and ensure that the FLAS program is directed and accessible to all. In 2010-14, 34% of awards were given to students in the social sciences and professional schools; 28% were made to students from racial/ethnic minorities or LGBT community; gender distribution was reasonably equitable (Table 10.1). SAI will continue to work to better understand issues of diversity in global studies and the FLAS program.

Competition and Selection Timetable. Application forms are made available early-November and are due in early-February. Completed applications are given to the selection committee to review in mid-February. First, committee members individually review/rank each application. In early March, the committee comes together to review their individual rankings. At the meeting, each application is intensively discussed and re-ranked. Successful and alternate candidates are chosen. Successful applicants are informed of the committee's decision no later than the end of March. Fellowship recipients have until mid-April to accept the award. If a selected applicant declines, alternates are immediately notified.

Announced Priorities. To address **FLAS CP 1**, SAI will introduce a new procedure, whereby all *FLAS applicants will be instructed to complete a FAFSA through UT's Office of Student*

Financial Services (OSFS) in order to acquire information on the financial need of applicants. Applicants will be informed that if they do not complete the FAFSA, their applications could be ranked lower than those who have a FAFSA on file because their need is “unknown.” All applicants will be assigned a “financial need score” through OSFS, where need is determined by subtracting the FAFSA’s “Family Contribution” from the school-determined “Cost of Attendance.” This will enable SAI to implement a 2-tiered ranking system for determining awards. In the first stage, the selection committee will evaluate applicants based strictly on academic merit (described below). Once a pool of qualified applicants has been determined, SAI will use the OSFS “financial need score” to identify candidates who demonstrate financial need as well as academic potential, and give competitive preference to these applicants in their final rankings. This new procedure will be implemented beginning with the fall 2014 application

Award Period	Total Awards	Bengali	Hindi	Malayalam	Marathi	Pashto	Persian	Tamil	Telugu	Tibetan	Urdu
2010-11 AY	10	1	4								4
2011 Sum	8		4					1		1	2
2011-12 AY	10	1	5	1				1			2
2012 Sum	7	1	2	1				1			2
2012-13 AY	11		6			1					4
2013 Sum	7		2		1		1	1			2
2013-14 AY	9	1	1	2				1			4
2014 Sum	9		3				2		1	1	2
Total	71	4	27	4	1	1	3	5	1	2	22
Percentage	100	6	38	6	1	1	4	7		3	31

cycle. As part of its regular practice, SAI meets **FLAS CP 2** and **IP** in that *100% of our awards go to students studying priority SA LCTLs*. Table 10.2 shows the breakdown of FLAS Fellowships awarded in 2010-14. SAI will continue to give 100% of awards to priority SA LCTLs.

Application Procedure. SAI uses an online application system designed in the Qualtrics survey platform. All award types (Summer, AY, Grad, UG) share the same application procedures. Requested information includes biographical and academic data on the applicant, extent of previous language study (including ACTFL/ILR ratings, if available), and the level of language to be studied. In addition, all applicants will be asked to provide a resume/CV and statement of

purpose that defines the utility of language training to the applicant's course of study, proposed research and future career plans. Supplementary materials include academic transcripts, GRE/SAT scores, FAFSA information, and a language reference letter that speaks to current proficiency in the language they are applying to study or aptitude for language learning in general. Grad student applicants must provide 2 academic reference letters. UG applicants must provide 1 academic reference and 1 letter of support from their main advisor.

Selection Committee and Criteria. The selection committee consists of 6 faculty who represent diversity in rank, gender, languages, country specialization, and discipline, including 2 Language faculty and others from Social Sciences, Humanities, and professional schools. The same committee reviews applications for all awards (Sum, AY, Grad, UG). Awards are made based on academic strength, demonstration of need for studying the target language, and the announced competitive priorities of the FLAS program (as described previously). The same selection criteria are used for all awards (Sum, AY, Grad, UG). Awards are always given to sort intermediate and advanced language study for UG awards and also in most cases for Grad awards. Summer FLAS fellowships may only be used for participation in intensive and well-established programs that meet contact hour requirements. SAI *criteria for determining academic* merit include: **a) *Academic potential/performance*** (grades, test scores, instructor assessment of prior language learning, letters of recommendation); **b) *Quality of proposal*** (research topic, review of relevant literature, fit between proposed research/career and language studied); **c) *Quality of preparation*** (courses taken/grades received, statement of purpose, letters of recommendation); **d) *Consideration of interdisciplinary components and opportunities*** to foster knowledge about SA in new subject or employment areas. Once an applicant's merit has

been determined, SAI will give competitive preference to students who demonstrate financial need.

11. Competitive Priorities

NRC CP1 SAI proposes a number of *sustaining, collaborative partnerships with HBCU/MSIs* that will build global programs and incorporate SA language and area studies into curriculum at partner institutions. These include substantial *institutional partnerships* with HT (an HBCU) and St Eds (MSI); and *faculty-level collaborations* with St. Mary (MSI) and ACC. Through Hemispheres, SAI will work on additional initiatives including, hosting an annual Summer Institute (SI) for faculty at MSIs and partnering with NISOD. (pp 2, 29-30, 35-36, 38, 41-42)

NRC CP2 SAI will continue to work with UTeach-Liberal Arts to conduct training sessions with global content for students preparing to become K-12 social studies and foreign language teachers. SAI will also work through *new partnerships with UTs College of Education*, including programs to internationalize course content and the Principalship Program. Through Hemispheres, we propose a *comprehensive collaboration* with Texas State University's (TSU) College of Education; through TSU's network, we will also work with education programs at UT San Antonio, San Antonio College, and Texas A&M in San Antonio. (pp 2, 29, 34-35, 40)

FLAS CP1 Starting with applications for the Sum 2015 and AY 2015-16 award period, SAI will implement a 2-tiered ranking system when awarding fellowships. First, applicants will be evaluated by the selection committee based strictly on academic merit. SAI will then *use the OSFS "financial need score"* to identify candidates who demonstrate financial need and to give competitive preference to these applicants in final rankings. (pp 47-48)

FLAS CP2 SAI's FLAS Fellowship program will *give 100% of its awards to students studying priority South Asia LCTLs*. (pp 47, 48)



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization The University of Texas at Austin

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	71,191	103,326	106,426	109,619		390,562
2. Fringe Benefits	21,357	30,999	31,928	32,886		117,170
3. Travel	14,500	14,500	14,500	14,500		58,000
4. Equipment	0	0	0	0		0
5. Supplies	20,000	20,000	20,000	17,000		77,000
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	141,471	99,694	95,665	94,514		431,344
9. Total Direct Costs (lines 1-8)	268,519	268,519	268,519	268,519		1,074,076
10. Indirect Costs*	21,481	21,481	21,481	21,481		85,924
11. Training Stipends	354,000	354,000	354,000	354,000		1,416,000
12. Total Costs (lines 9-11)	644,000	644,000	644,000	644,000		2,576,000

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: Provisional From: To: until amended

Approving Federal agency: ED Other (please specify): The Indirect Cost Rate is %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %

Appendix 1: South Asia Institute, The University of Texas at Austin National Resource Center for South Asia and Foreign Language and Area Studies Fellowships Budget Summary						
Priorities Key: NRC AP = NRC Absolute Priority; NRC CP1 = NRC Competitive Preference Priority 1; NRC CP2 = NRC Competitive Preference Priority 2; NRC IP = NRC Invitational Priority; FLAS CP2 = FLAS Competitive Preference Priority 2; FLAS IP = FLAS Invitational Priority						
NRC Program	2014-15	2015-16	2016-17	2017-18	Page Reference	Priorities
A. Project Personnel						
1. Accountant and Events Coordinator 35% AY Salary \$48,092	16,832	17,337	17,857	18,393	25; 36	NRC AP
2. Assistant Director Rachel Meyer 20% AY Salary \$61,383	12,277	12,645	13,024	13,415	25; 32; 26 36	
3. Outreach Coordinator Neha Mohan 35% AY Salary \$35,200	12,320	12,690	13,070	13,462		NRC AP
4. Language Instructors						
a. Bengali Lecturer 100% AY Salary \$30,000	0	30,000	30,900	31,827		NRC AP, FLAS CP2 & FLAS IP
b. Tamil Senior Lecturer Sankaran Radhakrishnan 20% AY Salary \$43,259	8,652	8,911	9,179	9,454	1; 16-21; 37	NRC AP, FLAS CP2 & FLAS IP
c. Malayalam Lecturer Darsana Manayathu Sasi 25% AY Salary \$35,000	8,750	9,013	9,283	9,561		NRC AP, FLAS CP2 & FLAS IP
d. Telugu Lecturer Mahboob A. Mohammad 30% AY Salary \$41,200	12,360	12,731	13,113	13,506		NRC AP, FLAS CP2 & FLAS IP
Subtotal Personnel (A)	71,191	103,326	106,426	109,619		
B. Fringe Benefits 30% of all salaries in A						
Subtotal Fringe (B)	21,357	30,999	31,928	32,886		
C. Travel						
1. Faculty Professional Development						
a. Domestic Travel	6,000	6,000	6,000	6,000	24	NRC AP & CP1
b. International Travel	5,000	5,000	5,000	5,000	4-5; 24	NRC IP
2. Outreach	3,500	3,500	3,500	3,500	26-31	NRC AP
Subtotal Travel (C)	14,500	14,500	14,500	14,500		
D. Equipment						
Subtotal Equipment (D)	0	0	0	0		
E. Supplies						
1. UT Library Support	15,000	15,000	15,000	12,000	3-4; 21-23	NRC AP
2. MSI Library Acquisitions	5,000	5,000	5,000	5,000	36	NRC CP1
Subtotal Supplies (E)	20,000	20,000	20,000	17,000		
F. Contractual						
Subtotal Contractual (F)	0	0	0	0		
G. Other						
1. K-12 Programs for Institutions and In-Service Educators						
a. Hemispheres K-12 Summer Institute	3,000	3,000	3,000	3,000	26-29;	NRC AP & CP2
b. Hemispheres Regional Training Sessions	2,000	2,000	2,000	2,000	34	NRC AP & NRC CP2

c. Hemispheres Curriculum Devp.	1,500	1,500	1,500	1,500	26-29; 34	NRC AP & NRC CP2
d. Hemispheres Promotional Program	1,500	1,500	1,500	1,500		NRC AP
e. SAI Teacher Training and Development of Curricular Materials	4,000	4,000	4,000	4,000		NRC AP & NRC CP2
f. South Asia National Outreach Consortium	1,000	1,000	1,000	1,000		NRC AP & NRC CP 2
2. Hemispheres Collaborations with Colleges of Education and Teacher Preparation Programs						
a. Collaboration with the College of Education at TSU	2,000	2,000	2,000	2,000	2; 29; 34 35; 40; 50	NRC CP2
b. Internationalize Curriculum for Pre-Service Students, College of Education at UT	1,000	1,000	1,000	1,000		NRC CP2
3. Partnerships with MSIs and Two-Year Colleges						
a. South Asia Course Offerings at HT and St. Eds	15,000	15,000	15,000	15,000	2; 29-30; 35-36; 38 41-42; 50	NRC CP1
b. Global Studies Program Development Workshops at HT	7,500					NRC CP1
c. Development of South Asia-focused Programs and Student Activities at MSIs	4,000	4,000	4,000	4,000		NRC CP1
d. Faculty Development Partnerships with MSIs and Two-Year Colleges	12,000	12,000	12,000	12,000		NRC CP1
e. South Asia Conference with MSIs and Two-Year Colleges		8,000		8,000		NRC CP1
f. Hemispheres Summer Institute for MSI and Two-Year College Faculty	2,500	2,500	2,500	2,500		NRC CP1
g. National Institute of Staff and Organizational Development (NISOD)	200	200	200	200		NRC CP1
4. Strengthening Curriculum and Pedagogy for Priority LCTLs of South Asia						
a. South Asia Summer Language Institute	8,000	8,000	8,000	8,000	12; 33	FLAS CP2 & FLAS IP
b. Increasing Online Access and Development of New Materials	20,000				19-21; 29; 31; 33-34	NRC AP
c. South Asian Language Assessment New Paradigms and Practices	10,000					NRC AP
d. K-12 Language Programs	5,000	2000	4000	2000		NRC AP
5. Conferences and Symposia						
a. South Asia Institute Seminar Series	20,000	13,000	13,000	9,000	1; 30-31 32-33	NRC AP & NRC IP
b. Graduate Student Conference on Asian Studies	3,000		3,000			NRC AP & NRC IP
c. Literature and Translation in South Asia	8,271					NRC AP & NRC IP
d. Himalayan Studies Conference		8,994				NRC AP & NRC IP
e. Coastal Cities in South Asia			7,965			NRC AP & NRC IP
f. Rethinking the Indian Ocean				7,814		NRC AP & NRC IP
6. Visiting Jurist Program	1,000	1,000	1,000	1,000		NRC IP
7. Inter-Regional Public Debate Series	1,000	1,000	1,000	1,000		NRC AP & NRC IP
8. Global Entrepreneurship Training (GET) for Exporting	1,000	1,000	1,000	1,000		NRC AP & NRC IP
9. Archiving Social and Political Movements in South Asia	2,000	2,000	2,000	2,000	4	NRC IP
10. Program Evaluation	5,000	5,000	5,000	5,000	37-46	
Subtotal Other (G)	141,471	99,694	95,665	94,514		

Total Direct Charges [(A)+(B)+(C)+(D)+(E)+(F)+(G)]	268,519	268,519	268,519	268,519		
Total Indirect Charges (8% of Direct Charges)	21,481	21,481	21,481	21,481		
Total for NRC	290,000	290,000	290,000	290,000		

South Asia Institute, The University of Texas at Austin Foreign Language and Area Studies Fellowships Proposed Budget						
FLAS Fellowships	2014-15	2015-16	2016-17	2017-18		Priorities
A. Graduate Student Awards						
1. Academic Year						
Institutional Payment 8 x \$18,000	144,000	144,000	144,000	144,000	12; 16-21; 45; 46-49; 50	FLAS CP2 & FLAS IP
Subsistence Allowance 8 x \$15,000	120,000	120,000	120,000	120,000		FLAS CP2 & FLAS IP
2. Summer Awards						
Institutional Payment 6 x \$5,000	30,000	30,000	30,000	30,000		FLAS CP2 & FLAS IP
Subsistence Allowance 6 x \$2,500	15,000	15,000	15,000	15,000		FLAS CP2 & FLAS IP
Subtotal Graduate Student Awards	309,000	309,000	309,000	309,000		
B. Undergraduate Student Awards						
1. Academic Year						
Institutional Payment 2 x \$10,000	20,000	20,000	20,000	20,000	12; 16-21; 45; 46-49; 50	FLAS CP2 & FLAS IP
Subsistence Allowance 2 x \$5,000	10,000	10,000	10,000	10,000		FLAS CP2 & FLAS IP
2. Summer Awards						
Institutional Payment 2 x \$5,000	10,000	10,000	10,000	10,000		FLAS CP2 & FLAS IP
Subsistence Allowance 2 x \$2,500	5,000	5,000	5,000	5,000		FLAS CP2 & FLAS IP
Subtotal Undergraduate Student Awards	45,000	45,000	45,000	45,000		
Total FLAS Requested	354,000	354,000	354,000	354,000		
Total NRC and FLAS Requested	644,000	644,000	644,000	644,000		

GRAND TOTAL \$2,576,000

Appendix 1 (continued): NRC Budget Notes and Narrative Justification**A. Project Personnel**

Salaries are computed using 2014-15 as the baseline, with 3% per annum added in subsequent years to reflect anticipated cost-of-living increments. All project personnel are devoted 100% to NRC and FLAS activities. The salary of the Institute Director will be fully covered by the University.

1. Accountant and Events Coordinator

SAI requests 35% of the salary for the accountant who is charged with accounting services, event, and travel coordination for all visiting speakers, processing FLAS Fellowship awards, and providing other assistance to the NRC and FLAS programs. The University will cover the remaining 65% of the salary.

2. Assistant Director

SAI requests 20% of the salary for the Assistant Director, who oversees all aspects of the grant program, especially the establishment of post-secondary partnerships and the full K-16 Educator training program. The University will cover the other 80%.

3. Outreach Coordinator

SAI requests 35% of the salary for the Outreach Coordinator. This position helps with the creation of web content; data collection; and preparing for K-12 educator workshops, presentations and curriculum materials. The University will cover the remaining 65% of the salary.

4. Language Instructors**a. Bengali Lecturer**

The University is committed to maintaining instruction in Bengali at the beginner through intermediate levels (at least). SAI plans to hire a Bengali lecturer in 2015-16 to strengthen instruction in this language. In previous years, Bengali has been taught by FLTAs under the supervision of UT faculty. Elevating the position to lecturer will raise the quality of Bengali instruction to match the pedagogical stature of other South Asian languages offered at UT. The budget includes 100% of the salary of a lecturer in Bengali for four years.

b. Tamil Senior Lecturer

The Institute will continue instruction in Tamil at all levels. The budget includes 20% of the salary of a lecturer in Tamil for four years.

c. Malayalam Lecturer

The Institute will continue instruction in Tamil at all levels. The budget includes 25% of the salary of a lecturer in Malayalam for four years.

d. Telugu Lecturer

The institute will continue instruction in Telugu. The budget includes 30% of the salary of a lecturer in Telugu for four years.

B. Fringe Benefits

Fringe benefits are calculated at 30% of the salary amounts for Section A. Fringe benefits are a direct cost to a sponsored project, are clearly related to the salaries to be paid, and are shown as a separate entry in the budget. Fringe benefit costs have been calculated based on historical data. The actual costs for fringe benefits are charged (billed) to the sponsored project at the time the costs are incurred; the amount charged is based on salary, select benefit package, and other variables applicable to the individual.

C. Travel

All international travel charged to the grant will comply with the Fly America Act, where applicable. The University of Texas at Austin has travel contracts with Anthony Travel and Corporate Travel Planners to ensure the lowest available airfares for faculty and employee travel.

1. Faculty Professional Development

a. Domestic Travel to support faculty professional development. \$6000 annually is requested for 6 trips per year at up to \$1000 per trip. The Institute supports the professional development of its core faculty by subsidizing travel to meetings of professional associations for those presenting papers or attending annual board meetings. Our policy limits allowable expenses to round-trip airfare, three nights' hotel accommodation, ground transportation, and conference registration fees.

b. International Travel. \$5000 is requested annually to support 2 international trips per year at up to \$2500 each. Faculty members often represent SAI at overseas institutions and universities, especially in the region of South Asia. Travel enables them to attend major conferences, conduct consultations, or assist in the creation and support of institutional partnerships.

2. Outreach

SAI requests \$3,500 per year for Outreach Coordinator's travel to present SAI-developed curriculum at regional and national teachers conferences (i.e. National Council for Social Studies, National Council for Geographic Education, Texas Council for Social Studies) and for travel related to leading training sessions and the professional development of K-16 educators in situ at ISDs and TEA ESCs around the state.

D. Equipment

SAI does not request any financial support under this category.

E. Supplies**1. UT Library Support**

SAI requests \$15,000 per year to support South Asia Library collections at UTL over the four years of the grant. This money will be used to support new acquisitions, retrospective buying of items not covered by blanket order programs, filling in monograph and serial holdings, sustaining cooperative projects, and expanding electronic access.

2. MSI Library Acquisitions

\$5,000 will be dedicated to purchasing materials and resources that will greatly expand the South Asia Library collections of MSI partner institutions Houston-Tillotson University (HT) and St. Edwards University (St. Ed). Purchases will be determined by new course offerings, course revisions, and faculty requests to help enhance their teaching of the region and its languages.

F. Contractual

SAI does not request any financial support under this category.

G. Other**1. K-12 Programs for Institutions and In-Service Educators****a. Hemispheres K-12 Summer Institute**

\$3,000 in each year of the grant is budgeted for collaborative K-12 summer institutes. These institutes are organized by Hemispheres, with participation from UT's federally-funded Center for International Business Education and Research (CIBER). Each institute focuses on essential world studies course topics drawn from Texas teaching standards and state-mandated assessments and consist of content enrichment sessions led by

faculty as well as integration of concepts in the classroom. Hemispheres curriculum unit topics stem from summer institute themes, thereby extending the resource to a wider audience.

b. Hemispheres Regional Training Sessions

\$2,000 in each year of the grant will support Hemispheres' regional training sessions, conducted in situ at locations across the southwest. These sessions allow the Hemispheres team to reach educators not able to attend Austin-based programs. Funding will cover travel for Outreach staff and/or guest speakers and related expenses. Building on the success of the past five years, Hemispheres will focus on school districts in under-resourced and minority-dominated school districts in urban areas, along the Texas-Mexico border, and in the rural areas of East Texas near the Louisiana border.

c. Hemispheres Curriculum Development

\$1,500 in each year of the grant will be dedicated to working with in-service and pre-service teachers to create new curriculum units and course materials on global themes aligned with state and national teaching standards. Funds will be used to cover the professional services of educators and to purchase materials that will aid the development of new lesson plans and other instructional materials.

d. Hemispheres Promotional Program

\$1,500 per year will fund Hemispheres' promotional program, including the production and distribution of print materials (newsletters, brochures, notecards) and promotional items, as well as exhibit expenses at regional conferences. The newsletters—distributed to a mailing list of over 2,500 educators—are designed for educator use and to raise awareness of Hemispheres' services for educators. Funding will also be used for exhibit fees for regional conferences (e.g., Texas Council for the Social Studies, Oklahoma Council for the Social Studies) geared toward K–12 educators.

e. SAI Teacher Training and Development of Curricular Materials

\$4,000 each year is budgeted for the continuation of South Asia area-specific workshops for K-12 teachers. One workshop will be held each semester during the 2014-18 grant cycle. Topics will be chosen based on a needs assessment of teachers and Texas teaching standards and state-mandated assessments. Workshops will include teaching materials and speakers from UT and local colleges/universities. SAI also supports K-12 educators to develop curriculum materials based on workshop themes and topics and covers a portion of travel costs for teacher-collaborators to present these materials at regional and national training events and K-12 educator conferences.

f. South Asia National Outreach Consortium (SANOC)

\$1000 annually is requested to strengthen collaboration among the South Asia NRCs. The national network of South Asia NRCs proposes to share information and pedagogical materials on the region and promote curriculum resources, workshops, conferences, and educational programs at the centers. The consortium also supports the South Asia Book Award (SABA), a national book award for children's and young adult literature, and the development of new curricular and pedagogical materials for teaching about South Asia based on the awarded books. SAI will also support two new outreach activities related to SABA: K-12 teacher and librarian staff training and the distribution of the SABA award books and their accompanying curriculum into under-resourced schools or libraries within Texas.

2. Hemispheres Collaborations with Colleges of Education and Teacher Preparation Programs

a. Collaboration with the College of Education at Texas State University (TSU)

\$2000 is requested in each grant year to support an extensive expansion of a partnership between Hemispheres and the Department of Curriculum and Instruction at TSU, a Title III/Title V eligible Hispanic Serving Institution located in San Marcos, Texas, about thirty miles south of Austin. To date, the Hemispheres consortium has participated in pre-service educator training events on an ad hoc basis with TSU, visiting their Education classrooms and, through its mentorship program, pre-service classrooms at Baylor University in

Waco, to workshop with students on global studies content and appropriate exploratory activities. In this grant cycle, this partnership will be expanded and formalized. UT area studies experts will regularly visit TSU to train their Education students and, through TSU's network, to workshop with Education students at the University of Texas-San Antonio, San Antonio College (both Title III/Title V eligible MSIs), and Texas A&M University, San Antonio.

b. Internationalize Curriculum for Pre-Service Students, College of Education at UT

\$1000 is requested annually to support partnership activities with UT's College of Education. These funds will be used to support two primary activities aimed at internationalizing curriculum for UT's College of Education students and programs. First, we will work with faculty to internationalize course content for *ALD 327 Sociocultural Influences on Learning* by giving guest lectures in the class and extending credit to Education students for attending extra-curricular workshops or presentations given by SAI and the Hemispheres Consortium. We will also work with faculty and students as part of the summer courses of UT's Principalship Program (UTAPP), which trains Master of Education students who are pursuing careers in school leadership. We will work with UTAPP to encourage future principals to develop and support intentional areas studies programming and instruction of priority LCTLs at their future campuses. Funds will be used to purchase supplemental instructional materials for participating faculty and students and support course revisions as part of the two initiatives.

3. Partnerships with MSIs and Two-Year Colleges

a. South Asia Course Offerings at HT and St. Ed

\$15,000 annually is budgeted to support new course offerings in South Asian studies and the instruction of priority South Asia LCTLs as part of SAI's institutional partnerships with HT (an HBCU) and St. Ed (a Title III/Title V eligible MSI), both located in Austin. SAI will work with both campuses to identify needed courses and to recruit appropriate instructors to offer these courses on their campuses.

b. Global Studies Program Development Workshops at HT

SAI requests \$7500 in Year 1 to convene an intensive series of workshops that will lead to the development of a Global Studies Major at HT by the end of the grant period. SAI will partner with HT administrators and faculty to identify and invite other faculty and administrators from MSIs and HBCUs in the Austin area and around the nation, with successful international/global studies programs and initiatives at their campuses, who will serve as consultants and share their best-practices for developing these programs on their own campuses.

c. Development of South Asia-focused Programs and Student Activities at MSIs and Two-Year Colleges

SAI has budgeted \$4,000 annually to support and strengthen the development of other programming focused on South Asia at its partner institutions, including hosting symposia, guest lectures, and film festivals. The funds will be used to cover the cost of speaker fees and travel and to aid in the creation and expansion of new study abroad opportunities and internationally-focused service learning programs at these institutions.

d. Faculty Development Partnerships with MSIs and Two-Year Colleges

\$12,000 is requested annually to support the professional development of faculty at MSIs and Two-Year Colleges. Funds will be used to cover expenses related to hosting professional development seminars and to create a mentorship program between UT faculty and MSI-partner faculty for the development of new courses, new course materials, as well as for the purchase of books and teaching materials related to course development projects.

e. South Asia Conference with MSIs and Two-Year Colleges

\$8000 is requested in Years 2 and 4 to support conferences at HT and/or St. Ed that will bring together speakers and participants from all over the scholarly world to examine themes of contemporary importance related to South Asia. Participants will be invited from nearby colleges and universities as well. The conferences will advance discussions of particular themes and raise the profile of international programs that are being supported

and developed through MSI partnerships described in this budget section. The conferences will also contribute to the training and professional development of students and faculty of the MSI that hosts the conference each year. Title VI funds will help cover the fees and travel costs of speakers.

f. Hemispheres Summer Institute for MSI and Two-Year College Faculty

SAI requests \$2,500 in each grant year for collaborative post-secondary summer institutes geared toward MSI and community college faculty. These institutes will be organized by Hemispheres and be based on the successful model of the Hemispheres' K-12 Summer Institute. Each institute will focus on an essential world studies topic based on the particular needs of MSIs and two-year colleges. It will consist of content enrichment sessions led by faculty with expertise in global studies as well as discussion and guidance on how to integrate global concepts into the classroom. We will use these events to partner with MSI and community college faculty-participants in developing new course materials, thereby extending the resource to a wider audience.

g. National Institute of Staff and Organizational Development (NISOD)

\$200 is requested each grant year to support a partnership between Hemispheres and NISOD's annual *International Conference on Teaching and Leadership Excellence*. NISOD is the outreach organization of the community college doctoral concentration (a program of the Department of Educational Administration at UT). Established in 1944, the community college concentration is the oldest graduate preparation program of its kind in the nation. It has produced more presidents and university professors with community college specialties than any other university program. NISOD's *International Conference on Teaching and Leadership Excellence* attracts educators from around the world and is the definitive gathering of community and technical college faculty, administrators, and staff seeking to engage in deep conversations about best and promising practices designed to improve student achievement.

4. Strengthening Curriculum and Pedagogy for Priority LCTLs of South Asia

a. South Asia Summer Language Institute (SASLI)

SAI is a charter member of SASLI, which prides itself on being able to offer SA languages that are not nationally available during the Academic Year. In order to keep tuition fees affordable and teacher-student ratios appropriate in the intensive learning environment, SAI will contribute \$8,000 per year to support this national, highly-reputed and much-needed summer institute. SASLI uses the funds contributed by SA NRC Title VI Centers in combination with student tuition payments to support SASLI instructional staff salaries thus subsidizing low enrollment courses. SASLI will be hosted at the University of Wisconsin-Madison through 2015. Funds are sent to a SASLI-designated account, which will be transferred to the new host institution in 2016, should a new host be chosen by the SASLI Board of Trustees. This consortium, supported by all the South Asia NRCs, is vital to the continued training of students, both undergraduate and graduate, in the priority LCTLs of South Asia. In the current year (2014) 11 modern languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sinhala, Tamil, Telugu, Tibetan, Urdu) and 1 classical language (Sanskrit) were being offered at the elementary and intermediate levels.

b. Increasing Online Access and Development of New Materials

\$20,000 is requested for a major project in Year 1 for the development of new instructional materials in priority South Asia LCTLs taught at UT. SAI will work with UT's Texas Language Center (TLC) to create new language instruction materials and finalize and publish materials that are already under development but have not yet been posted online. Materials developed will be made openly available through the HUF and SAI websites, and will be multimedia and interactive in nature. The project will be headed by the HUF program, but will integrate opportunities for the development and sharing of materials for Tamil, Telugu, and Malayalam.

c. South Asian Language Assessment New Paradigms and Practices

\$10,000 is requested for Year 1 to a host language pedagogy workshop that will lead to the comprehensive development of assessment materials. SAI will partner with HUF and TLC to bring together language instructors

at all levels from across the nation. The aim of the event is to strengthen the assessment practices of UT's South Asia language program and the assessment practices for priority South Asia LCTLs in general.

d. K-12 Language Programs

\$5000 is requested in Year 1; \$2000 in Years 2 and 4; and \$4000 in Year 3. These funds will be used to support a series of training workshops for language instructors of priority South Asia LCTLs at the K-12 level. Funds will be used to cover speaker fees and travel costs. These workshops will be hosted both at UT and at school districts in the Dallas and Houston areas, and will be co-planned and coordinated by STARTALK, HUF faculty, and UT's other South Asian Languages instructors. These programs will be developed in ways that increase school and community interest, as well as strengthen instruction, in priority South Asia LCTLs. The goal is to create a pool of qualified and interested students who will feed into university programs for advanced instruction in these languages.

5. Conferences and Symposia

a. South Asia Institute Seminar Series

\$20,000 is requested in Year 1; \$13,000 in Years 2 and 3; and \$9000 in Year 4. Funds will be used to support the weekly South Asia Seminar that brings speakers from all over the scholarly world to speak on a given theme each semester. The seminars are well known in other South Asia programs and post-secondary institutions in Texas and across the nation. The seminars also play an important part in the professional development of our graduate students. Title VI funds help cover the professional fees and travel costs of outside speakers each semester. (Institute faculty are regular speakers in the series at no cost to the grant.)

b. Graduate Student Conference on Asian Studies

\$3,000 is requested for 2014-15 and 2016-17. This conference provides graduate students with the opportunity to enhance their professional development. Funds are used to pay for the fees and travel of a keynote speaker and to help subsidize the travel of student presenters from other colleges and universities.

c. Literature and Translation in South Asia

\$8271 is requested in Year 1 to help support a workshop that will bring authors from South Asia, who write literature in priority South Asia LCTLs, and pair them with their translators. This event would consist of multiple activities with a one-day, more academically oriented event for scholars, an evening of readings at a local bookstore, and a second day, where we invite faculty from English and Literature departments in other universities and two year-colleges for a broader discussion of how to use literature from South Asia in classrooms. Topics of discussion and translation will cover issues of class/caste disparity, poverty, orthodox clashes with modernity, and other such themes.

d. Himalayan Studies Conference

SAI requests \$8994 in Year 2 to help support the annual conference of The Association of Nepal and Himalayan Studies (ANHS). ANHS has grown substantially over the past decade, expanding its membership, publications, and services to members. Most recently, ANHS has attained CAORC (Council for American Overseas Research Center) status and begun expanding its resources for scholars as well as its international profile. For the past several years, ANHS has sought to begin its own conference, held annually, at institutional member universities. As a major Title VI Center and institutional member of ANHS, UT is well positioned to host the next HSC event, proposed for Fall 2015. These costs will support the Conference with administrative support as well as financial support for keynote speakers and to supplement costs for students and non-US attendees. In addition to the growing faculty and student interest in the Himalayan region at UT, and a rapidly expanding number of migrants and refugees from the area making Texas their home, faculty at other institutions, including St. Mary's University and the University of North Texas have expressed interest in facilitating UT's hosting of this emerging and prestigious event. Associate Professor Heather Hindman is the UT organizer.

e. Coastal Cities in South Asia.

In Year 3 SAI requests \$7,965 to support a workshop that examines coastal cities in South Asia. This workshop will use a comparative framework to examine the role of cities in creating new cultures and geographies. The workshop will bring together ethnographers, social historians, geographers, architects, and urban planners in order to develop new understandings of contemporary cities and urban practices in South Asia and the Middle East, as well as the role cities play in bringing together these two regions. Associate Professor and SAI Director Kamran Ali is the organizer of this workshop.

f. Rethinking the Indian Ocean.

SAI requests \$7,814 in Year 4 to support a conference that will examine the role of maritime trade routes in Asia. Such routes have long been recognized as an important catalyst for cultural development but understanding them has been harder than overland trade routes. However, recent discoveries and research in various fields makes it increasingly clear that those in the Indian Ocean developed early and frequently fostered myriad types of exchange. Models that posit only a unidirectional flow of influence are no longer adequate as mounting evidence suggests networks that not only circulated material and people but often created sustained places of contact. SAI begins a long-term project on trade in South Asia (moving ultimately into Islamic and pre-modern eras) by hosting a conference that builds upon an international conference on the Indian Ocean held in Sri Lanka. This will bring key scholars from that conference together with UT's South Asia faculty to examine the results of the Lanka conference, defining their importance for larger questions of South Asia's development and identifying further avenues of inquiry. In addition to these two scholarly symposia, the Institute will develop outreach materials and workshops for teachers at public schools and faculty at MSIs, community colleges, or other universities who do not have resident faculty with strong South Asia expertise. Associate Professor Janice Leoshko will organize this conference.

6. Visiting Jurist from South Asia

\$1,000 is requested in each year of the grant for SAI to sponsor the travel of a leading jurist or legal scholar from South Asia who will be hosted by UT's Law School and Rapoport Center for Human Rights for a week. During their stay in Austin they will give lectures, meet students, and interact with faculty in order to further local understandings of South Asian legal issues to promote greater awareness of legal developments in South Asia.

7. Inter-Regional Public Debate Series

SAI requests \$1000 each year to co-sponsor a series of inter-regional public debates. This series seeks to foster and enrich our understanding of contemporary and historical global concerns. For the benefit of the University and public community, we will coordinate experts from academia, media, and public policy agencies on matters of urgent public policy. Climate change, energy, human rights, gender issues, health policy, security, and freedom of speech are critical topics relevant to global studies programs not only at UT, but also to those in proximate academic institutions serving minority constituencies. The *Inter-Regional Panel* would be a half day event with one or 2 sessions. Each year a UT NRC will serve as the main organizer of the event.

8. Global Entrepreneurship Training (GET) for Exporting

SAI has budgeted \$1000 each year to co-sponsor GET Exporting, a collaboration among UT's six Title VI grant applicants. UT's Center for European Studies, Center for Russian, Eurasian and East European Studies, Lozano Long Institute for Latin American Studies, Center for Middle Eastern Studies, and SAI will join CIBER to provide global expertise and resources to student teams to develop Export Plans for local entrepreneurs desiring to export. Materials created for student use in this program will be disseminated to a national audience of enterprises and business educators through conferences and media resources of the National Association of Small Business International Trade Educators (NASBITE) as well as the outreach media of collaborating NRCs.

9. Archiving Social and Political Movements in South Asia

SAI requests \$2000 each year for a new archival initiative. The proposed project seeks to leverage significant scholarly input and networks to identify and catalogue, and digitalize rare and endangered manuscripts related to social and political movements in South Asia. The project will begin by working

items from Balochistan, Pakistan, but will be expanded to include materials from other areas in the larger region of South Asia. The project will build upon informal institutional connections with other initiatives (such as the British Library's Urdu Periodicals Project in Karachi and the American Institute of Pakistan Studies) to avoid duplication of intellectual content while minimizing redundancy of training and logistics. Finally, the project will help establish the archival institutions located in SA, as a partners in international preservation and access projects based on international standards and practices. All resultant documents (the catalogue in particular) will be made publicly available through websites at UT, the British Library, and institutional archives located in SA.

10. Program Evaluation

SAI has budgeted \$5,000 annually for a comprehensive evaluation of the impact of the NRC and FLAS programs. Dr. Jessica Hartos at the University of North Texas will serve as the external program evaluator for a plan that was developed jointly for the five area studies centers at UT. Dr. Hartos will use a mixed-method approach to collect both quantitative and qualitative data over the four years to produce measureable standards and assessment strategies that will improve SAI's program impact, with the overall aim of maximizing use of its resources and strengthening and increasing participation of various constituencies in the program.

APPENDIX 2 – TABLE OF CONTENTS

COURSE LIST INFORMATION – UNIVERSITY OF TEXAS AT AUSTIN

COLLEGE OF LIBERAL ARTS

African and African Diaspora Studies (AFR).....	A2-3
American Studies (AMS).....	A2-3
Anthropology (ANT)	A2-3
Asian American Studies (AAS).....	A2-4
Asian Studies (ANS)	A2-5
Bengali (BEN)	A2-8
Comparative Literature (C L)	A2-9
Economics (ECO)	A2-9
English (E)	A2-9
European Studies (EUS)	A2-10
Geography (GRG).....	A2-11
Government (GOV)	A2-11
Hindi (HIN).....	A2-12
History (HIS)	A2-13
Humanities (HMS).....	A2-15
International Relations and Global Studies (IRG)	A2-15
Islamic Studies (ISL)	A2-15
Linguistics (LIN)	A2-16
Malayalam (MAL).....	A2-16
Middle Eastern Languages and Cultures (MEL)	A2-17
Middle Eastern Studies (MES)	A2-17
Pashto (PSH).....	A2-18
Persian (PRS).....	A2-19
Philosophy (PHL)	A2-19
Religious Studies (R S).....	A2-21
Sanskrit (SAN).....	A2-22
Sociology (SOC).....	A2-23
Tamil (TAM)	A2-23
Telugu (TEL)	A2-24
Urban Studies (URB).....	A2-24
Undergraduate Studies (UGS)	A2-24
Urdu (URD)	A2-24
UTeach – Liberal Arts (UTL)	A2-25

COCKRELL SCHOOL OF ENGINEERING

Electrical Engineering (E E)	A2-9
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COLLEGE OF FINE ARTS

Art & Art History (ARH).....	A2-4
Ensemble (ENS).....	A2-10
Music (MUS)	A2-18

LYNDON B JOHNSON SCHOOL OF PUBLIC AFFAIRS

Public Affairs (P A)	A-20
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MCCOMBS SCHOOL OF BUSINESS

Finance (FIN).....	A2-10
International Business (I B)	A2-15
Marketing (MKT)	A2-17

MOODY COLLEGE OF COMMUNICATIONS

Communication Studies (COM)	A2-9
Journalism (J).....	A2-16
Radio-Television-Film(RTF).....	A2-21

SCHOOL OF ARCHITECTURE

Architecture (ARC).....	A2-4
Community and Regional Planning (CRP).....	A2-9

SCHOOL OF EDUCATION

Foreign Language Education (FLE)	A2-11
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COLLEGE OF NATURAL SCIENCES

Textiles and Apparel (TXA)	A2-24
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SCHOOL OF LAW

Law (LAW).....	A2-16
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SCHOOL OF SOCIAL WORK

Social Work (S W).....	A2-22
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Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
AFRICAN & AFRICAN DIASPORA STUDIES (AFR)												
AFR 317E	Diaspora: Race, Nation & Resistance	3	AU	11	0	0	0	0	0	yes	25	
AFR 317E	Diaspora: Race, Nation & Resistance	3	SP	0	0	0	10	0	0	yes	25	R S 393C
AFR 372C	Postcolonial Women Writers	3	AU	14	0	0	0	0	0	yes	25	
AFR 372C	Race, Gender and Surveillance	3	SP	25	0	0	30	0	0	yes	25	SOC 395G, WGS 340
AFR 372C	Race, Gender and Surveillance	3	AU	0	0	0	11	0	0	yes	25	
AFR 374E	Race, Culture and Migration	3	SP	16	0	0	24	0	0	yes	25	
AMERICAN STUDIES (AMS)												
AMS 321	Introduction To Asian American Studies	3	SP	1	0	0	0	0	0	yes	30	
ANTHROPOLOGY (ANT)												
ANT 302	Cultural Anthropology	3	AU	340	1	0	0	0	0	yes	25	
ANT 305	Cultural Anthropology	3	SP	0	0	0	362	0	0	yes	25	
ANT 305	Expressive Culture	3	AU	88	0	0	0	0	0	yes	25	
ANT 305	Expressive Culture	3	SP	0	0	0	66	0	0	yes	25	
ANT 325L	Cultural Heritage On Display	3	SP	5	0	0	18	0	0	yes	10	
ANT 325M	Language In Culture And Society	3	AU	15	1	0	0	0	0	yes	25	LIN 373, SOC 352M
ANT 330C	Nationalism & Gender In South Asia	3	SP	10	0	0	0	0	0	yes	100	
ANT 391	Anthropology Of Buddhism	3	SP	0	4	0	0	0	0	yes	75	SOC 322V, WGS 322
ANT 391	Cultural Construction Of Masculinity	3	AU	0	12	0	0	0	0	yes	25	ENG 360S, ISL 372, AAS 320, WGS 393
ANT 391	Culture, History, And Power	3	AU	0	15	0	0	0	0	yes	75	HIS 381, MES 384
ANT 392M	Introduction To Graduate Social Anthropology	3	AU	0	5	0	0	0	0	yes	25	
ANT 392S	Gender and Masculinities in the Middle East	3	SP	0	1	0	0	0	0	yes	25	
ANT 679HA	Cultural Heritage On Display	6	SP	18	0	0	0	0	0	yes	25	ANT 324L, ISL 340, R S 341
ANT S320L	Cultural Anthropology	3	SU	30	0	0	0	0	0	yes	25	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			

ARCHITECTURE (ARC)												
ARC 368R	World Architecture: Origins To 1750	3	SP	143	0	0	0	0	0	yes	40	
ARC 386M	History Of Ornament	3	SP	5	2	0	0	0	0	yes	25	
ARC 387G	World Architecture Industrial Revolution to Present	3	AU	104	21	0	85	14	0	yes	25	
ARC 388R	Topics In Sustainable Development	3	SP	0	10	0	0	0	0	yes	25	B A 380N, I B 350, LAH 350
ARC 388R	World Architecture: Origins To 1750	3	SP	0	15	0	0	0	0	yes	40	

ART HISTORY (ARH)												
ARH 363	Arts Of Islam: Caliphs-Sultans	3	AU	23	0	0	20	0	0	yes	25	ISL 373, MES 342
ARH 363	Arts of Islam 1500-Present	3	AU	3	0	0	0	0	0	yes	35	MEL 321
ARH 363	Arts Of Islam 1500-Present	3	SP	26	0	0	16	0	0	yes	35	MES 380, MUS 303M
ARH 372	Tibetan Art	3	AU	37	0	0	32	0	0	yes	100	R S 352
ARH 394	Islamic Ornament	3	AU	0	10	0	0	0	0	no	25	MES 386

ASIAN AMERICAN STUDIES (AAS)												
AAS 310	Alternative Family Systems	3	AU	12	0	0	0	0	0	yes	25	WGS 340, AMS 315
AAS 310	Food and Asian American Popular Culture	3	AU	24	0	0	0	0	0	yes	50	WGS 340, AMS 315
AAS 312	Introduction To Asian American Studies	3	SP	14	0	0	38	0	0	yes	50	
AAS 314	Psychological Perspectives On Asian American Identity	3	SP	7	0	0	11	0	0	yes	50	
AAS 320	Asian American Literature And Culture	3	SP	16	0	0	0	0	0	yes	60	E 316K
AAS 320	Asian American Memoirs And Stories	3	AU	5	0	0	0	0		yes	60	
AAS 320	Gender and Asian American Literature	3	SP	0	0	0	16	0	0	yes	60	
AAS 325	Immigrants, Amusement and Consumer Culture	3	SP	14	0	0	0	0	0	no	25	AMS 391
AAS 330	Asian American Jurisprudence	3	SP	6	0	0	16	0	0	yes	50	ANT 324L

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
ASIAN STUDIES (ANS)													
ANS 198P	Pedagogy For Language Instruction	1	AU	0	0	0	0	0	0	yes	75		
ANS 198P	Thesis	1	SP	0	1	0	0	0	0	yes	75		
ANS 298P	Pedagogy For Language Instruction	2	AU	0	0	0	0	0	0	yes	75	R S 394T	
ANS 298P	Thesis	2	SP	0	3	0	0	0	0	yes	75		
												ARH 363, MEL 321, MES 342, R S 358, AFR 679HA, AMS 679HA, ANT 679HA, ANT 679HB	
ANS 301M	Introduction to Buddhism	3	AU	0	0	0	0	20	0	yes	100		
ANS 301R	History Of Religions Of Asia	3	AU	50	0	0	0	51	0	yes	75	R S 302	
ANS 301R	History Of Religions Of Asia	3	SP	40	0	0	0	44	0	yes	75	R S 305	
ANS 302K	Introduction to Graduate Feminist Anthropology	3	SP	0	11	0	0	0	9	yes	75		
ANS 302K	Introduction To India	3	SP	31	0	0	0	21	0	yes	100		
ANS 302K	Introduction To India	3	AU	38	0	0	0	0	0	yes	100		
ANS 340	History of Hindu Religious Traditions	3	AU	0	0	0	0	14	0	yes	100	ANS 361	
ANS 340	History Of Indian Buddhism	3	AU	19	0	0	0	0	0	yes	100	R S 322	
ANS 340	Introduction To Comparative Religion	3	SP	0	0	0	0	7	0	yes	50		
ANS 340	Muslim Sainthood Practices	3	SP	0	0	0	0	15	0	yes	100		
ANS 340	Sufism & Islamic Mysticism	3	AU	0	0	0	0	0	0	yes	100	HIS 364G, ISL 340, MES 342, R S 358	
ANS 347K	History Of Hindu Religious Traditions	3	SP	19	0	0	0	0	0	yes	100	P A 388K, ANT 325L, R S 341, ANS 361	
ANS 361	Anthropology Of Globalization	3	SP	16	1	0	0	0	0	yes	75	SOC 322V, WGS 322, ANT 324L	
ANS 361	Anthropology Of The Himalayas	3	AU	6	13	0	0	12	0	yes	100	SOC 321K, WGS 322, AMS 315, R S 394T, ANT 324L	
ANS 361	Ethnographies of South Asian Islam	3	AU	0	0	0	0	17	0	yes	100		
ANS 361	Gandhi and Gandhism	3	SP	0	0	0	0	4	0	yes	100		
ANS 361	History and Culture Of India Since 1750	3	SP	3	0	0	0	0	0	no	100	ANS 361, ANS 347K	
ANS 361	The Partition Of India In History and Literature	3	SP	2	0	0	0	0	0	yes	100		

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
ANS 361	Development and Its Critics	3	AU	0	0	0	0	0	0	yes	100	
ANS 372	Arts And Dances Of South India	3	AU	18	0	0	0	0	0	yes	100	
ANS 372	Arts And Dances Of South India	3	SP	17	0	0	0	0	0	yes	100	
ANS 372	Bollywood and Society	3	SP	0	0	0	15	0	0	yes	100	
ANS 372	East West: Spiritual and Intellectual Encounters	3	AU	0	0	0	2	0	0	yes	50	
ANS 372	Global Markets Local Cultures	3	SP	0	0	0	30	0	0	yes	40	I B 350
ANS 372	South Asian Migration to US	3	AU	0	0	0	8	0	0	yes	100	WGS 340
ANS 372	South Indian Cultural History	3	AU	19	1	0	26	0	0	yes	100	ANS 340, HIS 364G, ANT 324L
ANS 372	Theatre and Drama In South Asia	3	AU	5	0	0	0	0	0	yes	100	
ANS 372	Living Epics of India	3	AU	0	0	0	0	0	0	yes	100	C L 323, R S 341
ANS 379	Cuisine And Culture In Asia	3	AU	14	0	0	19	0	0	yes	50	ISL 372, R S 341
ANS 379	Ethics and Scholarship In Asian Humanities	3	SP	0	0	0	6	0	0	yes	75	
ANS 379	Gender Labor in Global Asia	3	SP	0	0	0	18	0	0	yes	75	
ANS 379	My Sweet Lord: Devotion in Medieval India	3	SP	6	0	0	0	0	0	yes	100	CTI 375, ISL 340, MEL 321, R S 358
ANS 379	Radical Religion: Ascetics	3	AU	0	0	0	6	1	0	yes	75	
ANS 379	South Asian Saints And Yogis	3	AU	19	0	0	0	0	0	yes	100	ANT 324L, R S 341
ANS 379	Pilgrimage Networks And Islam	3	AU	0	0	0	0	0	0	yes	75	ISL 340, MES 342, R S 358
ANS 380C	Conference Course In Asian Studies	3	AU	0	9	0	0	0	0	yes	50	RS 312C
ANS 380C	Conference Course In Asian Studies	3	SP	0	0	0	0	11	0	yes	50	
ANS 380C	The Art Of The Body In India	3	SP	17	0	0	0	9	0	yes	100	
ANS 384	Asian Modernities	3	AU	0	0	0	0	6	0	yes	25	
ANS 384	Conference Course In Asian Studies	3	SP	0	14	0	0	0	0	yes	50	HIS 365G
ANS 384	Core Readings on Religion In Asia	3	AU	0	7	0	0	0	0	yes	75	R S 393C
ANS 384	Ethnography Of Global Asia	3	SP	0	8	0	0	0	0	yes	100	ANT 391
ANS 384	Indian Poetry And Religions	3	SP	21	0	0	0	0	0	yes	100	R S 341G
ANS 384	Middle Indic Languages and Literature	3	SP	0	0	0	0	4	0	yes	100	
ANS 384	Body in Indian Medicine & Myth	3	AU	0	0	0	0	0	0	yes	100	ANT 391, R S 394T

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
ANS 386	Scripting Suicide: Suicidal Authors in East and West	3	AU	0	6	0	0	0	0	no	20		
ANS 389T	Supervised Teaching In Asian Studies	3	AU	0	5	0	0	0	2	0	yes	50	
ANS 390	Media and Diaspora	3	SP	0	0	0	0	0	1	0	yes	25	
ANS 391	Delhi and Lucknow in Colonial India	3	AU	0	0	0	0	0	2	0	yes	100	R S 375S
ANS 391	European Imperialism: British Empire	3	AU	0	3	0	0	0	0	0	yes	50	
ANS 394	Ethnographic Research Methods	3	AU	0	0	0	0	0	2	0	yes	25	
ANS 395	Proseminar In Asian Studies	3	AU	0	0	0	0	0	10	0	yes	50	SOC 395J, WGS 393, S W 395K
ANS 397C	Religion Law Society In India	3	SP	0	5	0	0	0	0	0	yes	100	
ANS 398P	Pedagogy For Language Instruction	3	AU	0	0	0	0	0	0	0	yes	75	
ANS 398R	Master's Report	3	AU	0	1	0	0	0	0	0	yes	50	
ANS 398R	Master's Report	3	SP	0	0	0	0	0	4	0	yes	50	
ANS 399R	Master's Report	3	SP	0	1	0	0	0	0	0	yes	50	
ANS 399W	Dissertation	3	AU	0	0	0	0	0	1	0	yes	50	
ANS 678HA	Honors Tutorial Course	6	AU	4	0	0	0	0	0	0	yes	50	
ANS 678HAB	Honors Tutorial Course	6	AU	0	0	0	0	1	0	0	yes	50	
ANS 698A	Translating India	3	SP	0	4	0	0	0	0	0	yes	100	
ANS 698B	Comprehensive Exam Preparation	6	SP	0	3	0	0	0	0	0	yes	50	AAS 320, ISL 372, R S 346
ANS 698B	Thesis	6	AU	0	5	0	0	0	0	0	yes	50	
ANS 699R	Supervised Teaching In Asian Studies	6	SP	0	4	0	0	0	0	0	yes	50	
ANS 699W	Dissertation	6	SP	0	0	0	0	0	1	0	yes	50	
ANS 997C	Comprehensive Exam Preparation	9	AU	0	4	0	0	0	0	0	yes	50	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
ANS 999W	Dissertation	9	AU	0	2	0	0	0	0	yes	50	Graduate students in other departments- such as Anthropology, Art History, etc are also taking similar courses where their research has 25% or more South Asia content
ANS 999W	Dissertation	9	SP	0	0	0	0	2	0	yes	50	
ANS 999W	Dissertation	9	SU	0	1	0	0	2	0	yes	50	
ANS W399R	Thesis	3	SU	4	4	0	0	0	0	yes	50	
W678HA	Gypsy Language And Culture	6	SU	8	0	0	0	0	0	yes	100	
ANS W698A	Honors Tutorial Course	6	SU	1	0	0	0	0	0	yes	50	
ANS W698B	Conference Course In Asian Studies	6	SU	1	1	0	0	0	0	yes	50	EUS S346, ISL W679HA, SOC F321K AHC 310 WGS 340, AMS 322
BENGALI (BEN)												
BEN 312K	Second-Year Bengali I	3	AU	2	0	0	0	0	0	no*	100	
BEN 312L	Second-Year Bengali II	3	SP	2	0	0	0	0	0	no*	100	
BEN 360	Conference Course in Bengali Language and Literature	3	AU	0	0	0	0	0	0	no*	100	
BEN 360	Conference Course in Bengali Language and Literature	3	SP	0	0	0	0	0	0	no*	100	
BEN 381	Conference Course in Bengali Language and Literature	3	AU	0	0	0	0	0	0	no*	100	
BEN 381	Conference Course in Bengali Language and Literature	3	SP	0	0	0	0	0	0	no*	100	
BEN 506	First-Year Bengali I	5	AU	11	0	0	0	0	0	no*	100	
BEN 507	First-Year Bengali II	5	SP	8	0	0	0	0	0	no*	100	

* Will be re-offered in 2015-16

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings		
				2012-13									2013-14	
				UG	GR	OT	UG	GR	OT					
COMMUNICATION (COM)														
COM 316M	Marketing Strategy	3	SP	0	7	0	0	0	0	0	yes	25		
COM 316M	Research Topics In Marketing	3	SP	0	8	0	0	0	0	0	yes	25		
COMMUNITY AND REGIONAL PLANNING (CRP)														
CRP 383	Classical Traditions In Early Modern Architecture	3	SP	0	3	0	0	0	0	0	yes	25	ANS 372, R S 341, B A 380N	
COMPARATIVE LITERATURE (CL)														
C L 382	World Literature and Globalism: Theory and Practice	3	AU	0	9	0	0	0	0	0	yes	25		
C L 386	Colonialism And Psychoanalysis	3	SP	0	3	0	0	0	0	0	no	40	ANS 372, AAS 310	
ECONOMICS (ECO)														
ECO 327	Comparative Economic Systems	3	SU	25	0	0	0	0	0	0	yes	25		
ECO 387M	Development Economics	3	SP	60	1	0	0	0	0	0	yes	50	ANT 324L, WGS 340, LAS 381	
ECO 397	International Trade And Investment	3	SP	64	0	0	0	0	0	0	yes	25		
ELECTRICAL ENGINEERING (EE)														
EE 319K	Embedded Systems & Industry Experience	3	SU	0	0	0	0	16	0	0	yes		EE 360	
ENGLISH (E)														
E 314L	Reading Poetry	3	SP	0	0	0	0	21	0	0	yes	0		
E 316K	Composition And Reading In World Literature	3	AU	35	0	0	0	0	0	0	yes	0		
E 316K	Masterworks Of World Literature	3	AU	200	0	0	0	19	0	0	yes	25		
E 316K	Masterworks Of World Literature	3	SU	1	0	0	0	0	0	0	yes	25		
E 323L	Masterworks Of World Literature	3	SP	37	0	0	0	0	0	0	yes	25		
E 348	20th-Century Short Story	3	AU	20	0	0	0	0	0	0	yes	40		

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings		
				2012-13									2013-14	
				UG	GR	OT	UG	GR	OT					
E 360L	Contemporary Pakistani Fiction	3	AU	14	0	0	0	0	0	yes	100	CTI 310, RS 302, ANS 361, ISL 372		
E 360S	Literature Of Islamophobia	3	AU	10	0	0	0	0	0	yes	75	ISL 372, ANS 361, AAS 320		
E 360S	Literature Of Islamophobia	3	SP	0	0	0	17	0	0	yes	50			
E 376M	Asian American Memoirs And Stories	3	AU	15	0	0	0	0	0	yes	25			
E 376M	Global Literature In English	3	SP	17	0	0	0	0	0	yes	25			
E 379R	Slumdogs and Millionaires: Class and Indian Fiction	3	AU	0	0	0	6	0	0	yes	100	ISL 373, MES 342, ANS 320		
E 393M	How Stories Make Us Feel	3	SP	0	0	0	0	14	0	yes	25			
E 397N	Intercultural Rhetoric	3	SP	0	5	0	0	0	0	yes	25			
E 397N	Orientalism And Imperialism	3	AU	0	10	0	0	0	0	yes	75	CL 382		
E 679HB	Global Indian Literature	12	SP	20	0	0	0	0	0	yes	100	AAS 320, ANS 361		
E F316K	Masterworks Of World Literature	3	SU	143	0	0	0	0	0	yes	25	C C 348, LIN 350, AHC 330		
ENSEMBLE (ENS)														
ENS 107S	North Indian Music Ensemble	1	SP	0	4	0	0	0	0	yes	100			
EUROPEAN STUDIES (EUS)														
EUS 306	Introductory Topics in European Anthropology, Geography, History and Sociology	3	SP	1	0	0	0	0	0	yes	25			
FINANCE (FIN)														
FIN 294	International Finance	3	SP	79	0	0	0	0	0	yes	25			
FIN 297	Global Finance	3	SP	0	28	0	0	33	0	yes	25	CL 382		
FIN 376	International Finance	3	SP	0	0	0	52	0	0	yes	25			

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
FOREIGN LANGUAGE EDUCATION (FLE)													
FLE 698A	Conference Course	6	SP	0	5	0	0	0	0	0	yes	50	
FLE 698B	Internship	6	SP	0	3	0	0	0	2	0	yes	50	
FLE 699R	Master's Report	6	SP	0	6	0	0	0	0	0	yes	50	
GEOGRAPHY (GRG)													
GRG 304E	Environmental Science: Changing World-Honors	3	AU	37	0	0	0	0	0	0	yes	25	
GRG 305	Environmental Science: Changing World-Honors	3	AU	34	0	0	0	0	0	0	yes	25	
GRG 305	This Human World: Introduction To Geography	3	AU	27	0	0	0	0	0	0	yes	50	WGS 393, ANS 390
GRG 339K	This Human World: Introduction To Geography	3	SP	27	0	0	0	0	0	0	yes	50	AFR 372C, WGS 322, AAS 325
GRG 344K	Global Food, Farming, Hunger	3	AU	28	0	0	0	0	0	0	no	25	LAS 330
GRG 350K	Geographies Of Globalization	3	AU	25	0	0	0	0	0	0	yes	50	
GRG 387D	Globalization, Conflict, and Resistance	3	AU	0	12	0	0	0	0	0	yes	75	ANT 391, LAS 388, MES 384
GOVERNMENT (GOV)													
GOV 314	Human Rights: Theories and Practices	3	AU	16	0	0	0	0	0	0	yes	25	UGS 302
GOV 314	Race, Identity, and Politics In Asian America	3	AU	11	0	0	0	0	0	0	yes	50	
GOV 347K	Geographies Of Globalization	3	SP	18	0	0	0	0	0	0	yes	25	
GOV 360N	Global Governance	3	AU	63	0	0	0	0	0	0	yes	25	
GOV 360N	Government And Politics Of South Asia	3	SP	37	0	0	36	0	0	0	yes	100	ANS 361
GOV 360N	International Politics and Economics Crisis	3	SP	17	0	0	22	0	0	0	yes	25	
GOV 360N	International Political Economy	3	AU	56	0	0	0	0	0	0	yes	25	
GOV 360N	Terrorism And Counterterrorism	3	SP	66	0	0	0	0	0	0	yes	25	
GOV 365L	Causes Of War	3	SP	80	0	0	0	0	0	0	yes	25	
GOV 365L	Political Economy Of Asia	3	AU	22	0	0	0	0	0	0	yes	50	
GOV 365N	Rights And The State In South Asia	3	SP	7	0	0	11	0	0	0	yes	100	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
GOV 370K	Human Rights World Politics	3	SP	63	0	0	0	0	0	yes	45		
GOV 379S	Us Foreign Policy: Past to Present	3	AU	13	0	0	0	0	0	yes	25	LAH 350	
GOV 384N	Seminar: Human Rights Law Democracy	3	AU	0	12	0	0	0	0	yes	25		
GOV 388K	Study Of International Relations	3	AU	0	6	0	0	0	0	yes	25		
GOV 388L	International Organization	3	AU	0	10	0	0	0	0	yes	25		
GOV 388L	International Political Economy	3	SP	0	0	0	0	9	0	yes	25		
GOV 390L	Complex Emergencies	3	AU	0	0	0	0	3	0	yes	75	AMS 315, WGS 301, ANS 390	
GOV 679HB	Military In Politics	6	SP	13	0	0	0	0	0	yes	25		
HINDI (HIN)													
HIN 118	Practice In Spoken Hindi	3	AU	9	0	0	0	15	0	0	yes	100	
HIN 130D	Hindi Across Disciplines	1	SP	0	0	0	0	3	0	0	yes	100	
HIN 312K	Second-Year Hindi I	3	AU	36	0	1	26	1	0	yes	100		
HIN 312L	Second-Year Hindi II	3	SP	32	0	2	21	1	0	yes	100		
HIN 330	Hindi Literature In The Nationalist Era	3	AU	2	0	0	0	0	0	yes	100		
HIN 330	Love and Lovers in Hindi Literature	3	SP	0	0	0	9	0	0	yes	100		
HIN 330	Panorama Of Hindi Literature	3	SP	8	0	0	0	0	0	yes	100		
HIN 330	Style And Register In Hindi	3	AU	6	1	0	9	0	0	yes	100		
HIN 330	Hindi and English Translation	3	AU	0	0	0	0	0	0	yes	100		
HIN 360	Conference Course In Hindi Language And Literature	3	AU	2	0	0	0	0	0	yes	100	AMS 315	
HIN 381	Conference Course In Hindi Languages And Culture	3	AU	0	5	0	0	1	0	yes	100		
HIN 381	Conference Course In Hindi Language And Culture	3	SP	0	1	0	2	0	0	yes	100	HIS 317L	
HIN 384	Style And Register In Hindi	3	AU	0	0	0	0	0	0	yes	100		
HIN 384	Autobiography In Hindi	3	AU	0	0	0	5	3	0	yes	100		
HIN 384	Hindi Literature In The Nationalist Era	3		0	4	0	0	0	0	no	100		
HIN 384	Love and Lovers in Hindi Literature	3	SP	0	0	0	0	4	0	yes	100		

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
HIN 434K	Flagship Hindi Vii	4	AU	3	0	0	2	0	0	yes	100	
HIN 434L	Flagship Hindi Viii	4	SP	2	0	0	2	0	0	yes	100	
HIN 506	First-Year Hindi I	5	AU	82	1	2	46	1	0	yes	100	
HIN 507	First-Year Hindi II	5	AU	55	1	1	0	0	0	yes	100	
HIN 507	First-Year Hindi II	5	SP	0	0	0	26	0	0	yes	100	
HIN 604	First-Year Hindi I	6	AU	0	0	0	35	0	0	yes	100	
HIN 612	Accelerated Second-Year Hindi	3		0	0	0	13	0	0	yes	100	LAR 388
HISTORY (HIS)												
HIS 301F	The Premodern World	3	AU	69	0	0	13	0	0	yes	75	
HIS 306N	The Military In Politics	3	SP	0	6	7	0	0	0	yes	25	MES 385
HIS 307C	Introduction to the History of India	3	AU	17	0	0	0	0	0	yes	100	
HIS 317L	Modern World	3	SP	51	0	0	0	0	0	yes	25	
HIS 340P	European Expansion in Asia	3	AU	0	0	0	2	0	0	yes	50	
HIS 340R	European Empires In Asia	3	SP	0	0	0	51	0	0	yes	50	
HIS 346M	Muslim India Before 1750	3	AU	31	0	0	0	0	0	yes	100	ISL 340, MEL 321, R S 358, WGS 340
HIS 346N	Introduction To Asian American History	3	SP	24	0	0	0	0	0	yes	25	CL 323, CTI 375, MEL 321, MES 342, R S 325G, WGS 340, AAS 320
HIS 346N	Indian Subcontinent, 1750-1950	3	AU	0	0	0	0	0	0	yes	100	
HIS 350L	Decolonization Of British Empire	3	SP	14	0	0	15	0	0	yes	75	LAH 350
HIS 350L	Epics And Heroes Of India	3	AU	14	0	0	3	0	0	yes	100	
HIS 350L	History and Culture Of India Since 1750	3	SP	37	0	0	0	0	0	no	100	
HIS 350L	History Of Globalization	3	AU	14	0	0	0	0	0	yes	25	
HIS 350L	History Of Imperialism-Honors	3	AU	8	0	0	0	0	0	yes	40	
HIS 350L	Performance and Power in South Asia	3	SP	0	0	0	8	0	0	yes	100	ANS 372, R S 341
HIS 350L	Uprising in India	3	AU	9	0	0	0	0	0	yes	100	ANS 361
HIS 350R	History of Imperialism: From Empires to Globalization - Honors	3	SP	10	0	0	0	0	0	yes	50	ANS 389, ANS 398C, ANS 384, R S 394T, AFR 374C

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
HIS 350R	The Partition Of India In History and Literature	3	SP	10	0	0	0	0	0	0	yes	100	MEL 321
HIS 358M	Globalization, Internationalism and Transnationalism: A History of the United States and Africa	3	SP	14	0	0	0	12	0	0	yes	25	AMS 315
HIS 364C	Ancient India	3	SP	0	0	0	0	29	0	0	yes	100	E 370W
HIS 364G	Business and Society in Historic and Contemporary South Asia	3	SP	0	0	0	0	15	0		yes	100	
HIS 364G	Gender and Modern India	3	SP	0	0	0	0	8	0	0	yes	100	
HIS 364G	History Of Britain from 1783 Through World War I	3	SP	57	1	0	0	0	0	0	yes	75	EUS 364G
HIS 364G	Slavery and South Asian History	3	AU	0	0	0	0	7	0	0	yes	100	ANS 301M
HIS 365G	Asian Americans/American Empire/Migration	3	AU	17	0	0	0	0	0	0	yes	50	AMS 321, AAS 325
HIS 366N	British History, Literature, And Politics	3	AU	10	0	0	0	8	0	0	yes	75	
HIS 380L	European Imperialism: British Empire	3	AU	0	8	0	0	0	3	0	yes	40	ANS 391, MES 385
HIS 381	Imperialism New Imperial History	3	AU	0	6	0	0	0	0	0	yes	25	
HIS 382N	History Of Globalization	3	SP	0	6	0	0	0	0	0	yes	25	
HIS 382N	Postcolonialism History as Theory	3	AU	0	0	0	0	0	2	0	yes	75	
HIS 382N	Social Religious Reform in Modern India	3	AU	0	5	0	0	0	0	0	no	100	
HIS 382N	South Asia in Global History	3	SP	0	0	0	0	0	3	0	yes	100	ARH 372, ANS 372
HIS 382N	Strategy, Ideas, and Statecraft: The American Experience	3	SP	17	5	0	0	23	0	0	yes	25	ANS 372, GOV 390L, MES 385, P A 388K
HIS 382N	Language and Power	3	AU	0	0	0	0	0	0	0	yes	100	
HIS 382N	Cultures of Economy	3	AU	0	0	0	0	0	0	0	yes	75	
HIS 384K	British History, Literature, and Politics	3	SP	10	6	0	0	9	6	0	yes	75	GOV 390L, AAS 301, LAH 350
HIS 384K	Mughal India in History and Memory	3	SP	11	6	0	0	17	0	0	yes	100	ANS 372, ISL 373, MEL 321, R S 358, WGS 340
HIS 384M	Conference Course In Islamic Studies	3	SP	1	0	0	0	0	0	0	yes	25	
HIS 388K	Islamic Historiography	3	AU	0	10	0	0	0	0	0	yes	25	MES 385, R S 388M

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
HIS 679HA	Precolonial India, 1200-1750	6	SP	16	0	0	0	0	0	yes	100	ANS 678HB
HIS S317L	Urban Cultures	3	SU	1	0	0	0	0	0	yes	25	
HUMANITIES (HMN)												
HMN 679HA	Seminar In British History	6	SP	0	6	0	0	0	0	yes	50	
HMN 679HB	Seminar In British History	6	SP	0	6	0	0	0	0	yes	50	
INTERNATIONAL BUSINESS (IB)												
IB 320F	Foundations Of International Business	3	AU	165	1	0	185	0	0	yes	25	
IB 320F	Foundations Of International Business	3	SP	0	0	0	202	1	0	yes	25	
IB 350	Foundations Of International Business	3	SP	172	1	0	0	0	0	yes	25	
IB 350	International Trade	3	AU	115	1	0	122	0	0	yes	25	EUS 348
IB 350	International Trade	3	SP	110	0	0	108	0	0	yes	25	EUS 348
IB 372	Global Entrepreneurship	3	AU	31	1	0	0	0	0	yes	25	
INTERNATIONAL RELATIONS AND GLOBAL STUDIES (IRG)												
IRG 301	Introduction to International Relations and Global Studies	3	AU	165	0	0	0	0	0	yes	25	
IRG 301	Introduction to International Relations and Global Studies	3	SP	0	0	0	104	0	0	yes	25	
IRG 320F	Foundations in International Relations and Global Studies	3	AU	152	0	0	0	0	0	yes	25	
IRG 320F	Introduction International Relations and Global Studies	3	SP	28	0	0	0	0	0	yes	25	
IRG 378	Capstone Research In International Relations and Global Studies	3	AU	13	0	0	37	0	0	yes	25	
IRG 378	Foundations in International Relations and Global Studies	3	SP	25	2	0	21	0	0	yes	25	
ISLAMIC STUDIES (ISL)												
ISL 372	Introduction To Islam	3	SP	72	0	0	0	0	0	yes	25	HIS 317N, R S 341
ISL 372	Muslims In America	3	SP	11	0	0	0	0	0	no	25	ARH 363, ISL 373, MEL 321, R S 358, WGS 350

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
ISL F369	Global Indigenous Issues	3	SU	19	0	0	0	0	0	0	yes	25	ANS F362
JOURNALISM (J)													
J 301F	Language, Communication, Culture	3	SP	24	0	0	0	0	0	0	yes	25	
J 340F	Covering The Global Economy	3	AU	6	0	0	15	6	0	0	yes	25	ANT 310L
J 395	Covering The Global Economy	3	AU	0	6	0	0	0	0	0	yes	25	ANT 310L
J 395	Domestic Issues Global Perspectives	3	AU	7	0	0	0	0	0	0	yes	25	ANT 392S, WGS 393
LAW (LAW)													
LAW 397S	Seminar on Human Rights, Law, and Democracy	3	AU	0	7	0	0	0	0	0	yes	25	ANS 301R, CTT 310
LINGUISTICS (LIN)													
LIN 322	Gypsy Language And Culture	3	AU	19	0	0	0	0	0	0	yes	100	ANT 324L, E 350E, LAS 330, MES 342
LIN 323L	English As A World Language	3	SP	20	2	0	16	0	0	0	yes	25	E 360L, ISL 310
MALAYALAM (MAL)													
MAL 312K	Second-Year Malayalam I	3	AU	8	1	0	10	0	0	0	yes	100	INF 385T
MAL 312L	Second-Year Malayalam II	3	SP	6	0	1	8	0	0	0	yes	100	
MAL 360	Conference Course in Malayalam Language and Literature	3	AU	0	0	0	0	0	0	0	yes	100	
MAL 381	Conference Course Malayalam Language and Culture	3	SP	0	1	0	0	2	0	0	yes	100	
MAL 381	Conference Course in Malayalam	3	AU	0	0	0	0	2	0	0	yes	100	
MAL 506	First-Year Malayalam I	5	AU	24	0	1	25	0	0	0	yes	100	
MAL 507	First-Year Malayalam II	5	AU	19	0	0	0	0	0	0	yes	100	
MAL 507	First-Year Malayalam II	5	SP	0	0	0	21	0	0	0	yes	100	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13									
				2013-14									
				UG	GR	OT	UG	GR	OT				
MARKETING (MKT)													
MKT 282	Internship In Marketing: International Business	2	AU	0	123	0		0	0	0	yes	25	ANT 324, HIS 364G, R S 321, CTI 375, I B 395, LAS 381, MES 384
MKT 353	Emerging Markets	3	SP	0	28	0	0	0	27	0	yes	50	I B 395, MES 384
MKT 353	Emerging Markets	3	AU	0	22	0	0	0	0	0	yes	50	
MKT 353	Internship In Marketing: International Business	3	AU	24	0	0	0	72	0	0	yes	25	
MKT 372	Global Marketing	3	AU	31	5	0	29	0	0	0	yes	50	
MKT 382	Creativity And Leadership	3	SP	0	43	0	0	42	0	0	yes	25	ANS 320
MKT 382	Global Marketing	3	SP	17	1	0	20	0	0	0	yes	25	
MKT 397	Invisible Global Marketing	3	SP	0	18	0	0	0	0	0	yes	75	GOV 388L, LAH 350, MES 384, P A 388K, ANS 391
MKT 460	International Business Fellows Seminar	4	SP	0	8	0	0	0	0	0	yes	25	ANS 391, E 392M, MES 385
MKT 460	Internship In Marketing: International Business	4	SP	32	0	0	24	0	0	0	yes	25	
MIDDLE EASTERN LANGUAGES AND CULTURES (MEL)													
MEL 321	Lost Languages and Decipherment	3	SP	13	0	0	13	0	0	0	yes	75	ISL 369, C L 315
MIDDLE EASTERN STUDIES (MES)													
MES 310	Gender Masculinities In The Middle East	3	SP	0	2	0	0	0	0	0	yes	25	ISL 373, MEL 321, R S 358, WGS 340
MES 342	Gender And Art In Muslim World	3	AU	30	0	0	0	0	0	0	yes	25	
MES 342	Gender And Art In Muslim World	3	SP	0	0	0	31	0	0	0	yes	25	
MES 342	Islamic Law	3	SP	0	0	0	21	0	0	0	yes	25	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
MES 342	Islamic Theology	3	AU	16	0	0	0	0	0	yes	25	ANT 352M, SOC 352M, CTI 375, R S 358
MES 342	Love In The East And West	3	AU	10	0	0	0	0	0	yes	25	MEL 321, ISL 373, CTI 345, C L 323
MES 342	Media And Art The Middle East	3	SP	11	0	0	0	0	0	yes	25	C L 323, CTI 375, ISL 340, MES 342, R S 325G, WGS 340
MES 342	The QurʼAn	3	AU	31	0	0	30	0	0	yes	25	ISL 340, MEL 321, R S 325G, WGS 393, C L 323
MES 384	Persian Art: Past And Present	3	SP	10	0	0	0	0	0	yes	25	ANS 372, R S 341, MEL 380
MUSIC (MUS)												
MUS 303M	Introduction To Traditional Music In World Cultures	3	AU	58	0	0	61	0	0	yes	50	
MUS 303M	Introduction To Traditional Music In World Cultures	3	SP	0	0	0	52	0	0	yes	50	
MUS 342	Musics of India	3	AU	0	0	0	0	0	0	yes	100	
MUS 385J	Semester in Instructional Ensemble: North Indian Music	3	SP	17	11	0	16	10	0	yes	100	
MUS 385J	Semester in Instructional Ensemble: North Indian Music	3	AU	0	0	0	11	4	0	yes	100	
PASHTO (PSH)												
PSH 312L	Second-Year Pashto II	3	SP	0	0	0	1	0	0	yes	100	
PSH 506	First-Year Pashto I	5	AU	5	1	0	0	0	0	yes	100	
PSH 507	First-Year Pashto II	5	SP	2	1	0	0	0	0	yes	100	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings		% South Asia Content	Cross Listings
				2012-13			2013-14			2014-15			
				UG	GR	OT	UG	GR	OT				
PERSIAN (PRS)													
PRS 130D	Persian Across Disciplines	1	AU	3	0	0	4	1	0	yes	100	CTI 310, R S 305, ISL 340, R S 358	
PRS 130D	Persian Across Disciplines	1	SP	0	0	0	6	0	0	yes	100	CTI 310, R S 305, ISL 340, R S 358	
PRS 322K	Intermediate Persian I	3	AU	6	1	0	7	1	0	yes	100		
PRS 322L	Intermediate Persian II	3	SP	6	1	0	3	1	0	yes	100		
PRS 329	Sorani Kurdish	3	AU	6	0	0	0	0	0	yes	100		
	Intermediate Graduate Language Instruction I	3	AU	0	3	0	0	1	0	yes	100		
PRS 381H	Intensive Graduate Language Instruction II	3	SP	0	3	0	0	1	0	yes	100		
PRS 381J	Intermediate Graduate Language Instruction	3	AU	0	0	0	0	0	0	yes	100		
PRS 381K	Intermediate Graduate Language Instruction II	3	SP	0	2	0	0	0	0	yes	100		
PRS 381L	Persian Novel	3	AU	0	5	0	0	0	0	yes	100		
PRS 384C	Readings in Contemporary Persian Political Writing	3	SP	0	0	0	0	0	2	yes	100		
PRS 389	Conference Course In Persian Studies	3	AU	0	1	0	0	0	0	yes	100		
PRS 389	Conference Course In Persian Studies	3	SP	0	0	0	0	2	0	yes	100		
PRS 398R	Master's Report	3	AU	0	0	0	0	0	0	yes	100		
PRS 398R	Master's Report	3	SP	0	0	0	0	0	0	yes	100		
PRS 601C	Intensive Persian I	6	AU	13	0	0	12	0	0	yes	100		
PRS 611C	Intensive Persian II	6	SP	8	0	0	7	0	0	yes	100		
PRS 612C	Intensive Persian For Heritage Speakers	6	AU	14	0	1	16	0	0	yes	100		
PRS 698A	Thesis	6	AU	0	0	0	0	0	0	yes	100		
PRS 698A	Thesis	6	SP	0	0	0	0	0	0	yes	100		
PRS 698B	Thesis	6	AU	0	0	0	0	0	0	yes	100		
PRS 698B	Thesis	6	SP	0	0	0	0	0	0	yes	100		
PHILOSOPHY (PHL)													
PHL 301	Persian Novel	3	SP	0	4	0	0	0	0	yes	25		
PHL 301	Qur'anic Exegesis	3	SP	1	5	0	1	4	0	yes	25		

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
PHL 302	World Philosophy	3	AU	10	0	0	0	0	0	0	yes	25	
PHL 305	Introduction To Philosophy Of Religion	3	SP	38	0	0	37	0	0	yes	25	R S 305	
PHL 305	Introduction To Philosophy of Religion	3	AU	38	0	0	0	0	0	yes	25	R S 305	
PHL 340H	Indian Philosophies	3	AU	0	0	0	2	0	0	yes	100		
PHL 348	Indian Philosophies	3	SP	0	0	0	21	0	0	yes	100		
PHL 375M	Nyaya	3	AU	15	0	0	0	0	0	yes	100	ANS 361, ANT 324L	
PUBLIC AFFAIRS (P A)													
P A 188G	Evolution of Global Solar Industry	1	AU	0	24	0	0	0	0	yes	50		
P A 188S	Topics In Sustainable Development	1	SP	0	2	0	0	0	0	yes	25		
P A 190G	Global Economic Governance	1	AU	0	25	0	0	0	0	yes	25		
P A 195G	International Economics	1	SP	0	48	0	0	0	0	yes	25		
P A 325	Representation	3	SP	0	2	0	0	0	0	yes	25	ANS 301R	
P A 383C	Gender, Health, And Society	3	SP	0	13	0	0	8	0	yes	25	ANS 361, ISL 372, PBH 334, UGS 302, UTL 202	
P A 383C	Innovation, Growth, and Conflicting National Interests: Analyzing the Evolution of the Global Solar Industry	3	SP	0	24	0	0	0	0	yes	25		
P A 388K	E-Governance/Social Media Around Globe	3	SP	0	12	0	0	0	0	no	25		
P A 388K	Ethics in International Affairs	3	AU	0	18	0	0	0	0	yes	25		
P A 388K	Inequality And Development	3	SP	0	16	0	0	17	0	yes	25		
P A 388K	International Development	3	SP	0	27	0	2	19	0	yes	25		
P A 388K	Nuclear Nonproliferation Policy	3	SP	0	1	0	0	0	0	no	25		
P A 388K	Policymaking In A Global Age	3	AU	0	52	0	0	0	0	yes	25		
P A 388K	UT International Energy Symposium	3	AU	0	42	0	0	0	0	yes	25		
P A 393H	International Economics	3	SP	0	0	0	0	45	0	yes	25		
P A 393H	UT International Energy Symposium	3	SP	1	19	0	0	0	0	yes	25		
P A 393H	Writing For Global Policy Studies	3	SP	0	14	0	0	0	0	yes	25		

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings		
				2012-13									2013-14	
				UG	GR	OT	UG	GR	OT					
P A 396G	Innovation and Diffusion of Energy Technologies	3	SP	0	15	0	0	0	0	yes	25	ANS 361, ISL 372, LAW 379M		
P A 396K	Political Economy Of Global Energy	3	AU	0	13	0	0	0	0	yes	25			
P A 682GA	Policy Research Project	6	AU	0	0	0	0	0	0	yes	25			
P A 682GB	Global Health	6	SP	25	0	0	0	0	0	yes	25			
P A S388K	Internship In Global Policy Studies	3	SU	3	2	0	0	0	0	yes	25			
P A W396G	Globalization	3	SU	36	1	0	0	0	0	yes	50	HIS F317L		
RADIO-TELEVISION-FILM (RTF)														
RTF 312C	Introduction To Global Media	3	AU	28	0	0	0	36	0	0	yes	25		
RTF 312C	Introduction To Global Media	3	SP	0	0	0	0	35	0	0	yes	25		
RTF 316M	Race, Ethnicity, And The Media	3	AU	90	0	0	0	67	0	0	yes	25	SOC 395I, WGS 39, S W 395K	
RTF 316M	Race, Ethnicity, And The Media	3	SP	82	0	0	0	96	0	0	yes	25	LAH 350, HMN 350	
RTF 316M	Race, Ethnicity, And The Media	3	SU	15	0	0	0	0	0	0	yes	25		
RTF 331K	Screen Theory	3	AU	9	0	0	0	0	0	0	yes	75		
RTF 331M	Globalization and Social Media	3	AU	17	2	0	0	0	0	0	yes	25	AAS 320, SOC 321K, J 349T	
RTF 342	Global TV Issues and Problems	3	SP	0	0	0	0	12	1	0	yes	75		
RTF 342	Internet Cultures	3	SP	16	0	0	0	24	0	0	yes	75		
RTF 345	Landscape And Cinema	3	AU	11	2	0	0	0	0	0	yes	75		
RTF 359	Asian American Media Cultures	3	AU	19	0	0	0	19	0	0	yes	75	AAS 320	
RTF 386	Global Media	3	SP	22	1	0	0	0	0	0	yes	25	LAS 679HB	
RTF 386C	Media And The Middle East	3	SP	15	0	0	0	0	0	0	yes	50		
RTF 387C	Global Media	3	AU	0	0	0	0	36	0	0	yes	25		
RTF 387C	Race, Nation, And The Media	3	SP	0	12	0	0	0	0	0	yes	25	ANT 302	
RTF 393P	New Media Technologies and Cultures	3	AU	0	19	0	0	0	9	0	yes	50		
RELIGIOUS STUDIES (R S)														
R S 305	Yoga As Philosophy and Practice	3	SP	41	0	0	0	0	0	0	yes	100		
R S 310	Introduction To The Study Of Religion	3	AU	99	0	0	0	0	0	0	yes	25		
R S 310	Introduction To The Study Of	3	SP	0	0	0	0	61	0	0	yes	25		

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings	
				2012-13			2013-14						
				UG	GR	OT	UG	GR	OT				
	Religion												
R S 341	India's Nonconformist Thinkers	3	AU	10	0	0	0	0	0	0	yes	100	
R S 373M	Biomedicine, Ethics and Culture	3	AU	0	0	0	9	0	0	0	yes	50	
R S 383M	Theory and Methodology In Study Of Religion	3	AU	0	11	0	0	0	0	0	yes	50	LAS 381, P A 388K, S W 395K
SANSKRIT (SAN)													
SAN 312K	Second-Year Sanskrit I	3	AU	4	2	0	2	1	0	0	yes	100	
SAN 312L	Second-Year Sanskrit II	3	SP	4	1	0	2	1	0	0	yes	100	
SAN 330	Sanskrit Drama	3	AU	0	0	0	0	0	0	0	yes	100	
SAN 330	Vedic Poetry	3	AU	1	6	0	0	0	0	0	yes	100	
SAN 360	Conference Course Sanskrit Language And Literature	3	AU	1	0	0	0	0	0	0	yes	100	AMS 321, GOV 357M
SAN 360	Conference Course Sanskrit Language And Literature	3	SP	1	0	0	0	0	0	0	yes	100	
SAN 381	Conference Course in Sanskrit Language and Culture	3	AU	0	0	0	0	0	0	0	yes	100	
SAN 381	Conference Course in Sanskrit Language and Literature	3	AU	0	0	0	0	0	0	0	yes	100	
SAN 384S	Advanced Readings in Sanskrit	3	SP	0	0	0	0	5	0	0	yes	100	CRP 383, P A 388K, LAW 379
SAN 384S	Introduction to Purva-Mimamsa	3	SP	0	0	0	0	5	0	0	yes	100	
SAN 384S	Sanskrit Poetry Of Asvaghosa	3	SP	0	5	0	0	0	0	0	yes	100	
SAN 506	First-Year Sanskrit I	5	AU	11	1	0	9	0	0	0	yes	100	
SAN 507	First-Year Sanskrit II	5	AU	5	1	0	0	0	0	0	yes	100	
SAN 507	First-Year Sanskrit II	5	SP	0	0	0	7	0	0	0	yes	100	
SOCIAL WORK (S W)													
S W 360K	Global Policy Simulation	3	SP	0	45	0	0	0	0	0	yes	25	
S W 360K	International Social Work	3	SP	0	8	0	3	6	0	0	yes	25	
S W 360K	Internship In Global Policy Studies	3	AU	0	7	0	0	0	0	0	yes	25	
S W 393T	Internship In Global Policy Studies	3	SP	0	2	0	0	0	0	0	yes	25	MES 384

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
S W 395K	Internship In Public Policy	3	AU	0	36	0	0	0	0	yes	25	
S W 395K	World Religions	3	SP	181	4	0	0	0	0	yes	75	
SOCIOLOGY (SOC)												
SOC 308	Global Inequalities And Health	3	AU	94	0	0	0	0	0	yes	25	MUS 180K, UGS 303
SOC 308	Social Transformation Of Love and Relationships	3	SP	70	0	0	75	0	0	yes	25	
SOC 321K	Global Health Issues Systems	3	SP	0	0	0	25	0	0	yes	25	
SOC 321K	Political Sociology	3	SP	15	0	0	0	0	0	yes	25	ANS 361, ANT 324L, AAS 330
SOC 321K	Sociology Of Race And Work	3	AU	24	0	0	0	0	0	yes	75	
SOC 321K	Sociology Of Race And Work	3	SP	0	0	0	21	0	0	yes	75	
SOC 336G	Gender Politics In the Islamic World	3	AU	36	1	0	0	0	0	yes	25	ISL 373, WGS 345, MES 341, R S 358
SOC 336G	Gender Politics In the Islamic World	3	SP	0	0	0	34	0	0	yes	25	E 316K, C L 315
SOC 379M	Sociological Theory	3	AU	7	0	0	0	0	0	yes	75	
SOC 379M	Sociological Theory	3	SP	0	0	0	10	0	0	yes	75	
SOC 395G	Feminist Theory	3	SP	15	0	0	13	0	0	yes	75	ANS 390, WGS 393
SOC 395G	Gender And Work	3	AU	0	8	0	0	0	0	yes	25	P A 388K, WGS 393
SOC 396L	Gender And Society	3	SP	0	14	0	0	0	0	yes	25	
SOC 396L	Nongovernment Organizations in Developing Worlds	3	SP	0	3	0	1	3	0	yes	25	
TAMIL (TAM)												
TAM 312K	Second-Year Tamil I	3	AU	5	0	0	3	1	0	yes	100	LAS 322
TAM 312L	Second-Year Tamil II	3	SP	3	0	0	3	1	0	yes	100	
TAM 320K	Advanced Tamil I	3	AU	0	0	0	0	0	0	yes	100	
TAM 320L	Advanced Tamil II	3	SP	0	0	0	0	0	0	yes	100	
TAM 360	Conference Course In Tamil Language And Literature	3	AU	3	0	0	1	0	0	yes	100	
TAM 360	Conference Course In Tamil Language And Literature	3	SP	1	0	0	0	0	0	yes	100	
TAM 381	Conference Course in Tamil Language and Culture	3	AU	0	0	0	0	0	0	yes	100	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
TAM 506	First-Year Tamil I	5	AU	7	0	2	15	0	0	yes	100	
TAM 507	First-Year Tamil II	5	SP	5	1	0	8	0	0	yes	100	
TELUGU (TEL)												
TEL 312K	Second-Year Telugu I	3	AU	12	0	1	15	0	0	yes	100	
TEL 312L	Second-Year Telugu II	3	SP	10	0	0	11	0	0	yes	100	
TEL 360	Conference Course In Telugu Language Literature	3	AU	0	0	0	0	0	0	yes	100	
TEL 360	Conference Course In Telugu Language Literature	3	SP	2	0	0	0	0	0	yes	100	
TEL 381	Conference Course In Telugu Language Literature	3	AU	0	0	0	0	0	0	yes	100	
TEL 506	First-Year Telugu I	5	AU	23	0	0	23	0	0	yes	100	
TEL 507	First-Year Telugu II	5	AU	18	0	1	0	0	0	yes	100	
TEL 507	First-Year Telugu II	5	SP	0	0	0	19	0	0	yes	100	
TEXTILES AND APPAREL (TXA)												
TXA F331	Textiles and Apparel Product Development in India	3	SU	0	0	0	0	0	0	yes		
UNDERGRADUATE STUDIES (UGS)												
UGS 302	Al-Jazeera Voice Of Voiceless	3	SU	16	0	0	0	0	0	no	75	
UGS 303	Bollywood India and After	3	SP	0	0	0	30	0	0	yes	100	
UGS 303	Gender In Contemporary Muslim World	3	SP	17	0	0	0	0	0	yes	25	
URBAN STUDIES (URB)												
URB S354	Introduction To Asian American History	3	SU	11	0	0	0	0	0	no	25	
URDU (URD)												
URD 118K	Practice In Spoken Urdu I	1	SP	5	0	0	10	0	0	yes	100	
URD 312K	Second-Year Urdu I	3	AU	11	0	0	15	0	0	yes	100	
URD 312L	Second-Year Urdu II	3	SP	10	0	1	13	0	0	yes	100	

Course Number	Course Title	PTS	SEM	Enrollments						Proposed Offerings 2014-15	% South Asia Content	Cross Listings
				2012-13			2013-14					
				UG	GR	OT	UG	GR	OT			
URD 330	Classical Urdu Poetry	3	AU	0	0	0	0	0	0	yes	100	
URD 330	Philosophy and Poetry of Iqbal	3	SP	0	0	0	9	4	0	yes	100	
URD 330	Qawwali Aesthetics	3	AU	0	0	0	7	5	0	yes	100	
URD 330	Readings In Urdu Newspapers	3	SP	2	1	0	0	0	0	yes	100	
URD 330	Style And Register In Urdu	3	SP	0	0	0	3	0	0	yes	100	
URD 330	Style And Register In Urdu	3	AU	3	2	0	0	0	0	yes	100	
URD 330	Urdu Aesthetics	3	AU	2	1	0	0	0	0	yes	100	
URD 360	Conference Course in Urdu Language and Literature	3	SP	0	0	0	0	0	0	yes	100	
URD 360	Conference Course in Urdu Language and Literature	3	AU	0	0	0	0	0	0	yes	100	
URD 381	Conference Course in Urdu Language and Culture	3	SP	0	0	0	0	0	0	yes	100	
URD 381	Conference Course in Urdu Language and Culture	3	SP	0	0	0	0	0	0	yes	100	
URD 384	Style And Register In Urdu	3	SP	0	0	0	0	0	0	yes	100	
URD 384	Urdu Aesthetics	3	SP	0	4	0	0	0	0	yes	100	
URD 434K	Flagship Urdu Vii	3	AU	1	0	0	2	0	0	yes	100	
URD 434L	Flagship Urdu Viii	4	SP	0	0	0	2	0	0	yes	100	
URD 506	First-Year Urdu I	5	AU	22	1	0	23	0	0	yes	100	
URD 507	First-Year Urdu II	5	SP	20	1	1	18	0	0	yes	100	
UTEACH - LIBERAL ARTS (UTL)												
UTL 202	Introduction To Teaching Middle School	3	SP	41	0	0	43	0	0	yes	25	

APPENDIX 3 – TABLE OF CONTENTS

PROJECT PERSONNEL – SOUTH ASIA INSTITUTE, UNIVERSITY OF TEXAS AT AUSTIN

Legend: T = Tenure; TT = Tenure Track; NTT = Non-Tenure Track

CORE FACULTY

COLLEGE OF LIBERAL ARTS

Anthropology, Department of

Ali, Kamran Asdar – Associate Professor (T)	A3-5
Ghosh, Kaushik – Assistant Professor (TT)	A3-11
Keeler, Ward – Associate Professor (T)	A3-17
Visweswaran, Kamala – Associate Professor (T)	A3-31

Asian Studies, Department of

Brereton, Joel – Associate Professor (T)	A3-6
Chaturvedi, Vidhu – Lecturer (NTT)	A3-8
Davis, Donald R. – Associate Professor (T)	A3-9
Freiberger, Oliver – Associate Professor (T)	A3-11
Harzer, Edeltraud – Senior Lecturer (NTT)	A3-14
Hassan, Shahnaz – Lecturer (NTT)	A3-14
Hindman, Heather – Assistant Professor (TT)	A3-15
Hyder, Syed Akbar – Associate Professor (T)	A3-15
Mohammad, Mahboob A. – Lecturer (NTT)	A3-21
Radhakrishnan, Sankaran – Senior Lecturer (NTT)	A3-24
Sasi, Darsana Manayathu – Lecturer (NTT)	A3-26
Selby, Martha A. – Professor (T)	A3-26
Shah, Gautami – Senior Lecturer (NTT)	A3-27
Shankar, Jishnu – Senior Lecturer (NTT)	A3-27
Snell, Rupert – Professor (T)	A3-29

Economics, Department of

Linden, Leigh L. – Assistant Professor (TT)	A3-19
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English, Department of

Carter, Mia – Associate Professor (T)	A3-6
Doherty, Brian – Senior Lecturer (NTT)	A3-9
Harlow, Barbara – Professor (T)	A3-13
Shingavi, Snehal – Assistant Professor (TT)	A3-28
Wojciehowski, Dolora – Professor (T)	A3-32

Government, Department of

Jacobsohn, Gary J. – Professor (T)	A3-16
Newberg, Paula – Clinical Professor (NTT)	A3-23

History, Department of

Chatterjee, Indrani – Professor (T)	A3-7
Guha, Sumit – Professor (T)	A3-13
Louis, William Roger – Professor (T)	A3-20
Minault, Gail – Professor (T)	A3-21
Talbot, Cynthia – Associate Professor (T)	A3-30
Vaughn, James – Assistant Professor (TT)	A3-30

Middle Eastern Studies, Department of

Shirazi, Faegheh – Professor (T)	A3-28
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Philosophy, Department of

Bonevac, Daniel A. – Professor (T).....	A3-5
Phillips, Stephen – Professor (T)	A3-23

Religious Studies, Department of

Moin, A. Azfar – Assistant Professor (TT).....	A3-22
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Sociology, Department of

Rudrappa, Sharmila – Associate Professor (T).....	A3-25
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COCKRELL SCHOOL OF ENGINEERING**Electrical & Computer Engineering**

Khurshid, Sarfraz – Associate Professor (T)	A3-17
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COLLEGE OF FINE ARTS**Art & Art History, Department of**

Charlesworth, Michael – Professor (T).....	A3-7
Leoshko, Janice – Associate Professor (T)	A3-19

Butler School of Music

Slawek, Stephen – Professor (T).....	A3-29
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LYNDON B JOHNSON SCHOOL OF PUBLIC AFFAIRS

Cons, Jason – Research Assistant Professor (NTT).....	A3-8
Eaton, David J. – Professor (T).....	A3-10
Rai, Varun – Assistant Professor (TT).....	A3-25

MCCOMBS SCHOOL OF BUSINESS**Information, Risk, & Operations Management, Department of**

Konana, Prabhudev – Professor (T).....	A3-18
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Marketing, Department of

Gillespie, Kate – Associate Professor (T).....	A3-12
Mahajan, Vijay – Professor (T)	A3-20
Raghunathan, Rajagopal – Professor (T)	A3-24

MOODY COLLEGE OF COMMUNICATIONS**Radio-Television-Film**

Gopalan, Lalitha – Associate Professor (T).....	A3-12
Kumar, Shanti – Associate Professor (T)	A3-18
Mallapragada, Madhavi – Assistant Professor (TT)	A3-21
Wilkins, Karin G. – Professor (T).....	A3-31

School of Journalism

Jensen, Robert – Professor (T).....	A3-16
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SCHOOL OF LAW

Engle, Karen – Professor (T)	A3-10
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AFFILIATE FACULTY

Aggarwal, J.K. – Professor, Electrical & Computer Engineering, Cockrell School of Engineering (T)
 Azam, Hina – Assistant Professor, Middle Eastern Studies, College of Liberal Arts (T)
 Beltrán, Mary – Associate Professor, Radio-Television-Film, Moody College of Communications (T)
 Bhardwaj, Vertica –TXA Study Abroad India Program Coordinator, Textiles & Apparel, School of Human Ecology (NTT)

AFFILIATE FACULTY (CONT.)

Bordie, John G. – Professor Emeritus, Curriculum & Instruction, College of Education (T)
 Brow, James – Professor Emeritus, Anthropology, College of Liberal Arts (T)
 Cleaver, Harry – Associate Professor Emeritus, Economics, College of Liberal Arts (T)
 Coleman, Renita – Associate Professor, School of Journalism, Moody College of Communications (T)
 Davis, Jr., Donald – Professor Emeritus, Library and Information Science, School of Information (T)
 Garg, Vijay – Professor, Electrical & Computer Engineering, Cockrell School of Engineering (T)
 Ghanoonparvar, Mohammad – Professor Emeritus, Middle Eastern Studies, College of Liberal Arts (T)
 Glade, William – Professor Emeritus, Economics, College of Liberal Arts (T)
 Gouda, Mohamed G. – Professor, Computer Science, College of Natural Sciences (T)
 Hansen, Kathryn – Professor Emeritus, Asian Studies, College of Liberal Arts (T)
 Hardgrave, Robert L. – Professor Emeritus, Government, College of Liberal Arts (T)
 Kaulbach, Ernest – Professor, English, College of Liberal Arts (T)
 King, Robert D. – Professor Emeritus, Linguistics, College of Liberal Arts (T)
 Madrid, Raul L. – Professor, Government, College of Liberal Arts (T)
 Morrow, James M., Jr. – Associate Professor, School of Music, College of Fine Arts (T)
 Olivelle, Patrick – Professor Emeritus, Asian Studies, College of Liberal Arts (T)
 Petievich, Carla – Visiting Research Scholar, Asian Studies, College of Liberal Arts (NTT)
 Pinkston, Russell F. – Professor, School of Music, College of Fine Arts (T)
 Pullum, Thomas W. – Professor Emeritus, Sociology, College of Liberal Arts (T)
 Roach, James – Professor Emeritus, Government, College of Liberal Arts (T)
 Rodriguez, Nestor P. – Professor, Sociology, College of Liberal Arts (T)
 Desimone, Robert A. – Professor, School of Music, College of Fine Arts (T)
 Singh, Devendra – Professor, Psychology, College of Liberal Arts (T)
 Strong, Pauline T. – Professor, Anthropology, College of Liberal Arts (T)
 Sudarshan, E.C. George – Professor, Physics, College of Natural Sciences (T)
 Van Olphen, Herman H. – Professor Emeritus, Asian Studies, College of Liberal Arts (T)
 Vishwanath, Sriram – Associate Professor, Electrical & Computer Engineering, Cockrell School of Engineering (T)
 Wilson, Patricia A. – Professor, School of Architecture (T)
 Yerraballi, Ramesh – Senior Lecturer, Electrical & Computer Engineering, Cockrell School of Engineering (NTT)

EXTRAMURAL AFFILIATES

Adams-Means, Carol – Associate Professor, Communications, Huston-Tillotson University
 Alvey, Patricia A. – Director & Professor, Temerlin Advertising Institute, Southern Methodist University
 Anaejionu, Paul – Professor, Political Science, Huston-Tillotson University
 Barron, Alexandra – Assistant Professor, University Programs, St. Edward's University
 Beaster-Jones, Jayson – Assistant Professor, Performance Studies, Texas A&M
 Bushey, Ed – Instructor, History, Johnson County Community College
 Bussell, Jennifer – Assistant Professor, Political Science, University of California Berkeley
 Carter, Holly – Director, Office of International Education, St. Edward's University
 Gallagher, Kathleen – Assistant Professor, Graduate International Relations, St. Mary's University
 Hardgrove, Anne – Associate Professor, History, UT San Antonio
 Hirsch, Michael – Professor, Sociology, Huston-Tillotson University
 Hutson, Alaine – Associate Professor, History, Huston-Tillotson University
 Khanduri, Ritu G. – Assistant Professor, Anthropology, UT Arlington
 Khosropour, Shirin – Professor of Psychology and Peace & Conflict Studies Coordinator, Austin Community College
 Kraft, James – Associate Professor, Philosophy & Religion,
 Langlee, Rennison – Professor, Sociology, Austin Community College
 Lindquist, Steven – Assistant Professor, Religious Studies, Southern Methodist University
 Martin, Rosalee – Professor, Sociology, Huston-Tillotson University
 Munshi, Sadaf – Associate Professor, Linguistics and Technical Communication, University of North Texas
 Myhr, Mity – Assistant Professor, History, St. Edward's University
 Naqvi, Tahir – Assistant Professor, Sociology/Anthropology, Trinity College

EXTRAMURAL AFFILIATES (CONT.)

Nelson, Andrew – Lecturer, Anthropology, University of North Texas
 Oestreich, Jo B. – Senior Lecturer, Curriculum & Instruction, College of Education, Texas State University
 Oldmixon, Katherine D. – Professor, English, Huston-Tillotson University
 O'Reilly, Kathleen – Associate Professor, Geography, Texas A&M
 Raja, Masood – Associate Professor, English, University of North Texas, Denton
 Renold, Leah – Associate Professor, History, Texas State University
 Samuels, Lorraine – Assistant Professor, Criminal Justice, Huston-Tillotson University
 Sherinian, Zoe – Associate Professor, Ethnomusicology and Women's Studies, University of Oklahoma
 Sievers, Julie A. – Director, Center for Teaching Excellence, St. Edward's University
 Steele, Tracy – Associate Professor, History, Sam Houston State University
 Stockton, William – Professor, History, Johnson County Community College
 Sumler-Edmond, Janice – Professor, History & Director of the Honors Program, Huston-Tillotson University
 Vaid, Jyotsna – Professor, Psychology, Texas A&M
 Vora, Neha – Assistant Professor, Anthropology, Lafayette College
 Wilkins, Patricia – Director, Library & Media Services, Huston-Tillotson University

OTHER PROGRAM STAFF**SOUTH ASIA INSTITUTE**

Bhattacharjee, Barnil – Research Assistant, South Asian Library Collection
Meyer, Rachel – Assistant Director
Mohan, Neha – Outreach & FLAS Coordinator
Omrani, Rita – Accountant & Events Coordinator
Rader, Mary – Global Studies Coordinator/South Asian Librarian, South Asian Library Collection
Webel, Scott – Research Associate

DEPARTMENT OF ASIAN STUDIES

Carpenter, Joni M. – Undergraduate Academic Advisor
Cortez, Jeannie – Administrative Assistant
Tipton, Jennifer D. – Graduate Coordinator
Uzri, Salwa – Office Manager

HINDI URDU FLAGSHIP

Keilani, Selina – Assistant Director
Stanfill, Andrea – Administrative Associate

EXTERNAL EVALUATOR

Hartos, Jessica L. – Associate Professor, School of Health Professions, University of North Texas A3-32

CORE FACULTY

Ali, Kamran Asdar – Associate Professor (Anthropology)

Appointed at UT: 2001

Education: PhD, Johns Hopkins University, 1997

Academic experience: Director, South Asia Institute, University of Texas at Austin, 2010-Present; Associate Professor, University of Texas at Austin, 2005-Present

Overseas experience: Mexico, Egypt, Pakistan, El Salvador

Language(s): Urdu³, Egyptian Arabic³, Spanish¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Contemporary Pakistan; Comparative Ethnographies in the Middle East/South Asia; Culture/Power/History; Comparing Cities in South Asia, the Middle East, and Africa

Research and teaching specialization(s): Gender; health; post-colonialism; popular culture; labor history; oral history; urban issues; liberalism and South Asian historiography; Pakistani politics; state-civil society relations

Recent publications:

(Forthcoming). *Communism in Pakistan: Politics and activism 1947-1972*. London: I.B. Tauris Publishers.

Authored with Kirmani, S. & Aslam, A. (Eds.) (Forthcoming) *Tees aur aik saal: Performance art, politics and gender*. Karachi: Oxford University Press.

(2013). Progressive, Punjab and Pakistan: The early years. *South Asian History and Culture*, 4(4), 483-502.

(2012). Women, work and public spaces: Conflict and co-existence in Karachi's poor neighborhoods. *International Journal of Urban and Regional Research*, 36(3), 585-605.

(2011). Communists in a Muslim land: Cultural debates in Pakistan's early years. *Modern Asian Studies*, 4(3), 501-534.

(2011). Progressives and "perverts": Partition stories and Pakistan's future. *Social Text*, 29(3 108), 1-29.

(2010). Voicing difference: Gender and civic engagement among Karachi's poor. In Wenner Gren Symposium Series, Engaged Anthropology: Diversity and Dilemmas, *Current Anthropology*, 51(2), S313-S320.

(2009). Men and their "problems": Notes on contemporary Karachi. In M. Rieker and K. A. Ali (Eds.), *Comparing Cities: The Middle East and South Asia*. Oxford: Oxford University Press.

Number of dissertations or theses supervised in past five years: 13

Distinctions: 2008 Fellowship for 2010-11, Wissenschaftskollege zu Berlin (Institute of Advanced Study); 2005 Population Council, Cairo; 2004 Co-Recipient (with Martina Rieker) for workshop on Urban Landscapes on the Margins: Khartoum and Karachi; 2005 Visiting Fellowship, International Institute for the Study of Islam in the Modern World (ISIM), Leiden, the Netherlands; 2003 International Collaborative Research Grant, Social Science Research Council

Bonevac, Daniel A. – Professor (Philosophy)

Appointed at UT: 1980

Education: PhD, University of Pittsburgh, 1980

Academic experience: Chair, Philosophy Department, 1991-2001

Overseas experience: Lecturing in Costa Rica; doctoral examining committee, Denmark

Language(s): Latin³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Ideas of the Twentieth Century; Philosophy of Religion; World Philosophy; Argumentation East and West

Research and teaching specialization(s): Philosophy; Logic; Ethics; Christian Philosophy

Recent publications:

(2014). Heidegger's map. *Academic Questions*, 27(2), 165-184.

Authored with Jones, C. (2013). An evolved definition of the term brand: Why branding has a branding problem. *Journal of Brand Strategy*, 2(2), 112-120.

(2012). A history of quantification. In D. Gabbay & J. Woods (Eds.), *Handbook of the History of Logic*, Volume 11 (pp. 63-126). Amsterdam: Elsevier North Holland.

(2012). Two theories of analogical predication. *Oxford Studies in the Philosophy of Religion*, 4, 20-42.

Authored with Rew. L. & Mackert, M. (2009). A systematic review of literature about the genetic testing of adolescents. *Journal for Specialists in Pediatric Nursing*, 14(4), 284-294.

Authored with Phillips, S. (Eds.) (2009). *An introduction to world philosophy*. New York: Oxford University Press.

(Ed.) (2009). *Today's Moral Issues* (6th ed.). New York: McGraw-Hill

Number of dissertations or theses supervised in past five years: 4

Distinctions: 1988-1990, 1986-1987, 1984-1986 National Science Foundation; 1980 Johnsonian Prize in Philosophy

Brereton, Joel – Associate Professor (Asian Studies)

Appointed at UT: 2001

Education: PhD, Yale University, 1975

Academic experience: Head of the Department of Asian Studies, 2007-2011, 2014

Overseas experience: India; Thailand

Language(s): Sanskrit³, Pali and Middle Indic², Avestan², Greek¹, Latin¹, German¹, French¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Advanced Sanskrit; Introduction to the Religions of Asia; History of the Hindu Religious Tradition; Vedic India; Sanskrit Drama; The Suparnadhyaya; Vedic Poetry: The Rigveda; Vedic Prose: The Upanishads; Middle Indic Languages and Literature

Research and teaching specialization(s): Religion and literature of the Veda; Hinduism; Asian religions; ancient India and Hinduism; the Veda and the Vedic period

Recent publications:

Authored with Jamison, S. W. (Trans.) (2014). *The R̥gveda: The earliest religious poetry of India, 3 volumes*. Oxford: Oxford University Press.

(2013). The R̥gvedic Ghosā hymns and the Atirātra. In B.J. Collins and P. Mjichalowski (Eds.), *Beyond Hatti: A Tribute to Gary Beckman* (pp 45-61). Atlanta: Lockwood Press.

(2012). Gods' Work: The R̥bhus in the R̥gveda. In L. Kulikov and M. Rusanov (Eds.), *Indologica. T. Ya. Elizarenkova Memorial Volume*, Book 2 (pp. 111-34). Moscow: Russian State University for the Humanities.

(2012). On the particle *hī* in the R̥gveda. In F. Voegeli et al. (Eds.), *Devadattiyam. Johannes Bronkhorst Felicitation Volume* (pp. 323-40). Bern: Peter Lang.

(2009). Dhárman in the R̥gveda. In P. Olivelle (Ed.), *Dharma: Studies in its Semantic, Cultural and Religious History*. Delhi: Motilal Banarsidass.

Number of dissertations or theses supervised in past five years: 3

Distinctions: 2005 National Endowment for the Humanities, Collaborative Grant (with Stephanie W. Jamison, UCLA); 1999-2000 Grants from the University of Missouri Research Board; 1985, 1987, 1992, 1998 National Research Council; 1990 Fulbright-Hays Seminar Abroad Program; 1987 ACLS Foreign Travel Program; 1979-80 National Endowment for the Humanities; 1976 American Institute of Indian Studies

Carter, Mia – Associate Professor (English)

Appointed at UT: 1991

Education: PhD, University of Wisconsin-Milwaukee, 1992

Academic experience: Interim Director, The Center for Asian American Studies, 2005-06 and 2000-03; Université Paul Valéry 1998; The Sorbonne, Institut du Monde Anglophone 2008; Oxford Summer, Brasenose College 2009; Toulouse, Le Mirail, 2011.

Overseas experience: France; United Kingdom

Language(s): French³

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: Postcolonial Literature; Post-Colonial Women Writers; Women Writers of the World; Twentieth Century British Novel; Imperial Cities, Global Cities: Cultural Studies, Theory, Film; Post-Colonial Voices: Feminist and Metropolitan Perspectives; Legacies of Imperialism; Modernism: Twentieth Century Literature and Film; Literary Modernism; Cinema and Social Change; Writer-Directors: European Literary Cinema; Landscape and Literature: British Cultural Studies, Theory, Film.

Research and teaching specialization(s): British and European modernism; imperial studies; British and European cinema; postcolonial studies (with specialization in British Empire)

Recent publications:

Authored with Friedman, A. W. (Eds.) (2013). *Modernism and literature: An introduction and reader*. London: Routledge.

(2012). In Mene's world: Ken Saro-Wiwa's vision of the mercenary marketplace. *English Language Notes*, 50(1), 123-30.

(2010). Kelman's critical and polemical writing. In S. Hames (Ed.), *The Edinburgh companion to James Kelman* (pp. 53-64). Edinburgh: Edinburgh University Press.

(2007). History's child: Virginia Woolf, heritage, and historical consciousness. *Alif: Journal of Comparative Poetics*, 27, 68-95.

Number of dissertations or theses supervised in past five years: 7

Distinctions: 2010 University of Texas System Regents' Outstanding Teaching Award; 2001 University Distinguished Teaching Professor, University of Texas at Austin; 2000 Texas Excellence Teaching Award, University of Texas at Austin

Charlesworth, Michael – Professor (Art History)**Appointed at UT:** 1993**Education:** PhD, University of Kent, 1991**Overseas experience:** England, France, Italy, Sri Lanka**Language(s):** French², Latin¹**Percent of time dedicated to area/international studies courses:** 25%**Area/International studies courses taught:** Country and City in 19th Century Britain and India; British Visual Constructions of India**Research and teaching specialization(s):** Impact of British colonial experience on British art**Recent publications:**(2013). Theories of the picturesque. In D. Arnold & D. P. Corbett (Eds.), *A companion to British art: 1600 to the present* (pp. 351-72). West Sussex: Wiley Blackwell.(2012). Lord Strafford's need for a past and British national identity. In P. Eyres (Ed.), *Wentworth Castle and Georgian political gardening*. Barnsley, UK: Northern Heritage Publications.(2011). *Derek Jarman*. London: Reaktion Books.(2011). India: the 1890 album and the canon of Moghul architecture. In S. Bann (Ed.), *Art and the Early Photographic Album*. Washington: National Gallery.(2010). Photography, the index, and the nonexistent: Alfred Watkins' discovery (or invention) of the notorious ley-lines of British archaeology. *Visual Resources*, 26(2), 131-145.(2008). *Landscape and Vision in Nineteenth Century Britain and France*. Berlington: Ashgate.**Number of dissertations or theses supervised in past five years:** 5**Distinctions:** 2009 Houston Endowment and Kimbell Foundation grants; 2005 Summer Creativity Grant, College of Fine Arts, University of Texas at Austin; 2005 Research Support Grant, The Paul Mellon Centre for Studies in British Art, London**Chatterjee, Indrani** – Professor (History)**Appointed at UT:** 2013**Education:** PhD, University of London, 1996**Academic experience:** Director, South Asian Studies Program, Rutgers University, 2009-2010; Associate Professor, Rutgers University, 2002-2013; Assistant Professor, Rutgers University, 2001-2002; Referee for Bangla and Hindi/Urdu, U.S. Department of State Critical Language Scholarships for Intensive Summer Institute**Overseas experience:** England; India**Language(s):** Bengali³, Assamese², Hindi², Urdu², Persian¹, Tibetan¹**Percent of time dedicated to area/international studies courses:** 100%**Area/International studies courses taught:** Slavery & South Asian History; Postcolonialism: History as Theory**Research/Teaching specialization(s):** Slavery in early modern and modern South Asia; the histories of women and sexuality, of law, and the cultural and intellectual histories at the intersection of the family in the subcontinent.**Recent publications:**(Forthcoming). Construction, coverture and credit: Notes towards a feminist history of capital in eighteenth-century eastern India. *Modern Asian Studies*.(2013). *Forgotten friends: Monks, marriages, and memories of northeast India*. New Delhi: Oxford University Press.(2013). Monastic governmentality, colonial misogyny and postcolonial amnesia. *History of the Present*, 3(1), 57-96.(2012). When "sexualities" floated free of histories in South Asia. *Journal of Asian Studies*, 71(4), 1-18.(2011). Slaves and households in the Near East: A response. In L. Culbertson (Ed.), *Slaves and households in the Near East*. Chicago: University of Chicago Press.**Number of dissertations or theses supervised in past five years:** 6**Distinctions:** 2010-11 Postdoctoral Fellow, Yale; 2009 Recipient of SAS Award for Distinguished Contribution to Undergraduate Education; 2004-05 Frederick Burkhardt Fellowship for Recently Tenured Faculty

Chaturvedi, Vidhu Shekhar – Lecturer (Asian Studies)

Appointed at UT: 2010

Education: MA, Benaras Hindu University, Varanasi, 1984

Academic experience: 1998-2009, Hindi Instructor, American Institute of Indian Studies

Overseas experience: India

Language(s): Hindi³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Beginning and Advanced Hindi

Research/Teaching specialization(s): Hindi instruction; Classical and Popular Hindi Films; Popular and Classical Hindi Literature; Language in the Socio-Cultural Context; Influence of Socio-Cultural Environment in the Formation, Structure and Expressions of Language.

Distinctions: 2003-04 Best Teacher award, American Institute of Indian Studies

Cons, Jason – Research Assistant Professor (Lyndon B Johnson School of Public Affairs)

Appointed at UT: 2014

Education: PhD, Development Sociology, Cornell University 2011

Academic experience: 2012-14 Assistant Professor, International Relations, Bucknell University; 2006-08 Director of Research and Project Design, Goldin Institute, Chicago

Overseas experience: Research conducted in India and Bangladesh (primarily Bangladesh).

Language(s): Bengali², Hindi²

Percent of time dedicated to area/international studies courses: Not determined yet

Area/International studies courses taught: Not determined yet

Research/Teaching specialization(s): Borders, human security, development, agrarian change, displacement, climate, anthropology, geography

Recent publications:

(Forthcoming). Field dependencies: Mediation, addiction, and anxious fieldwork at the India-Bangladesh border. *Ethnography*.

Authored with Paprocki, K. (Forthcoming). Life in a shrimp zone: Aqua- and other cultures in Bangladesh's coastal landscape. *Journal of Peasant Studies*.

Authored with Dunn, E. (2014). Aleatory sovereignty and the rule of sensitive space. *Antipode*, 46(1), 92-109.

(2013). Narrating boundaries: Framing and contesting suffering, community, and belonging along the India-Bangladesh border. *Political Geography* 35, 37-46.

Authored with Sanyal, R. (2013). Introduction: Geographies at the margins: Borders in South Asia. *Political Geography* 35, 5-13.

(2013). Histories of belonging(s): Narrating territory, possession, and dispossession at the India-Bangladesh border. In D. Gellner (Ed.), *Borderland lives in northern South Asia: Non-state perspectives*. Durham: Duke University Press.

Authored with Paprocki, K. (2010). Contested credit landscapes: Microcredit, self-help, and self-determination in rural Bangladesh. *Third World Quarterly*, 31(4), 637-654.

Distinctions: 2013 Curriculum Development Grant, Bucknell University; 2011-12 Post-Doctoral Fellow, Development Sociology, Cornell University; 2011 Agrarian and Rural Transformations Fellowship, Atkinson Center for Sustainable Futures, Cornell University; 2006 Social Science Research Council International Dissertation Research Fellowship; 2005, 2004, 2003, 2002 Foreign Language Area Studies Fellowships, Cornell University

Davis, Donald R. – Associate Professor (Asian Studies)

Appointed at UT: 2013

Education: PhD, University of Texas at Austin, 2000

Academic experience: Associate Professor, Asian Studies, University of Texas at Austin, 2013-Present; Associate Professor, Department of Languages and Cultures of Asia, University of Wisconsin – Madison, 2009-2013

Overseas experience: India

Language(s): Sanskrit², Spanish², German¹, Malayalam¹, Tamil²

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Introduction to Asian Religions; Introduction to Asian Cultures; Religions in South Asia; Hinduism; Jainism; Religion & Law in the Ancient World; Comparative Religious Law; Hindu Law; Law and Religion; Ethics and Scholarship in the Asian Humanities; Sanskrit; Malayalam

Research and teaching specialization(s): Law & Religion in medieval India; history of religions in South Asia; Sanskrit and Malayalam language and literature; Dharmaśāstra literature; South Indian history

Recent publications:

Authored with Veluthat, K. (Eds.) (Forthcoming). *Irreverent history: Essays for M.G.S. Narayanan*. Delhi: Premium Books. (2014). Responsa in Hindu law: Consultation and lawmaking in medieval India. *Oxford Journal of Law & Religion*, 3(1), 57-75.

(2012). Modern legal framework. In K.A. Jacobsen et al., *Brill's encyclopedia of Hinduism*, Volume 4 (pp. 707-47). Leiden: Brill.

(2012). Centres of law: Duties, rights, and jurisdictional pluralism in medieval India. In P. Dresch & H. Skoda, *Legalism: Anthropology and history* (pp. 85-113). Oxford: Oxford University Press.

Authored with Nemec, J. (2012). Legal consciousness in medieval Indian narratives. *Law, Culture, and the Humanities*. OnlineFirst, 1-26.

(2011). Matrilineal adoption, inheritance law, and rites for the dead among Hindus in medieval Kerala. In S. E. Lindquist (Ed.), *Religion and identity in South Asia and beyond: Essays in honor of Patrick Olivelle* (pp. 147-64). New York: Anthem Press.

(2010). A historical overview of Hindu law. In T. Lubin, D.R. Davis, Jr. & J. Krishnan (Eds.), *Hinduism and law: An introduction* (pp. 17-27). Cambridge: Cambridge University Press.

(2010). The spirit of Hindu law. Cambridge: Cambridge University Press.

Authored with Lubin, T. & Krishnan, J. (2010). *Hinduism and law: An introduction*. Cambridge: Cambridge University Press.

Number of dissertations or theses supervised in past five years: 8

Distinctions: 2011-12 H.I. Romnes Faculty Fellowship, UW-Madison; 2010-12 Grant for Mellon Workshop on "Comparative Religious Law," Center for the Humanities, UW-Madison; 2010 Class of 1955 Distinguished Teaching Award, UW-Madison; 2009 Phillip R. Certain Distinguished Faculty Award, UW-Madison

Doherty, Brian - Senior Lecturer (English)

Appointed at UT: 1994

Education: PhD, University of Wisconsin - Milwaukee, 1994

Overseas experience: England

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: Masterworks in World Literature; Literature of South Asia; Reading and Composition in World Literature

Research and teaching specialization(s): Drama; ethnic and third world literature; world literature in translation; postcolonial literature; world literature in English; genre studies

Recent publications:

(2009). Book review [*Clearing a space: Reflections on India, literature and culture*, by A. Chaudhuri]. *E3W Review of Books*, 9.

(Forthcoming). The center cannot hold: The post-*Things fall apart* literary anthology. *Journal of Comparative Poetics*.

(Forthcoming). Writing back with a difference: Chimamanda Ngozi Adichie's "The headstrong historian" as a response to Chinua Achebe's *Things fall apart*. *Matatu: Journal of African Literature and Society*.

Doherty, B. (2008). Review Essay [*The brief wondrous life of Oscar Wao*, by J. Diaz]. In L. E. Ramirez (Ed.), *The encyclopedia of Hispanic American literature*. New York: Facts on File.

Distinctions: 2007 W.O.S. Sutherland Award for Teaching Excellence in Sophomore Literature

Eaton, David J. – Professor (Lyndon B Johnson School of Public Affairs)

Appointed at UT: 1976

Education: PhD, Johns Hopkins University, 1977

Academic experience: Bess Harris Jones Centennial Professor of Natural Resource Policy Studies; Special Fellow (Advisor), United Nations Institute for Training and Research and the Afghan Civil Service Commission, 2003-14; Visiting Professor, Graduate School of International Development and Cooperation, University of Hiroshima, Hiroshima, Japan, 2009, 2013; Chair of the American Society of Civil Engineers' Environmental and Water Resource Engineering Standards Committee on Management of Transboundary Water Quality, 2003-08

Other professional experience: Research Assistant, The World Bank; Foreign Affairs Specialist, U.S. Agency for International Development; Research Associate and Consultant, Energy Research and Development; Research Assistant, U.S. President's Council on Environmental Quality

Overseas experience: Afghanistan; Bangladesh; India; Nepal; Sri Lanka

Language(s): French², Hebrew², Russian², Spanish²

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: Environment and Society: South Asia; Cross-Border Environmental Management; Natural Resource Management

Research and teaching specialization(s): Water resources; environmental management; insurance policy; agriculture

Recent publications:

Authored with Miner, M. et al. (2009). Water sharing between India and Pakistan: A critical analysis of the Indus Water Treaty. *Water International*, 23(2), 204-216.

Authored with Dulay, M. (2009). How investment in wastewater infrastructure has improved water quality along the US-Mexico border. In C. Lipchin et al. (Eds.), *The Jordan River and Dead Sea Basin*. Dordrecht: Springer.

(Ed.) (2009). A Comprehensive Transboundary Water Quality Management Agreement ASCE-EWRI Standard 33-09. Reston, VA: American Society of Civil Engineers.

Authored with Sharp, J. M. et al. (2008). Conflict resolution and integration of science in groundwater policy development. In M. Lambert, T. M. Daniell, & M. Leanard (Eds.), *Proceedings of water down under 2008* (pp. 2453-62). Modbury, Australia: Engineers Australia.

Number of dissertations or theses supervised in past five years: 11

Distinctions: 2004-13 Jack S. Blanton endowed research fellow at the Institute for Innovation, Creativity and Capital; 2012, 1998, and 1989 James W. McGrew Award for Public Policy Research; 1981-82 Fulbright Research Scholar in Civil Engineering at Delft Technical University, The Netherlands; 1975 Ford Foundation - International Studies Association Dissertation Fellowship in International Affairs

Engle, Karen – Professor (Law)

Appointed at UT: 2002

Education: JD, Harvard Law, 1989

Language(s): Spanish²

Academic experience: Founder and Co-director, Rapoport Center for Human Rights and Justice; Rockefeller Center Scholarly Resident, 2009; Fulbright Senior Specialist in Colombia, European Community Law and Human Rights, European Academy, European University Institute, 1991; International Human Rights, Inter-American Institute of Human Rights, 1987

Overseas experience: Colombia

Percent of time dedicated to area/international studies courses: 90%

Area/International studies courses taught: Public International Law; International Human Rights; Employment Discrimination; Producing Legal Scholarship; Human Rights and Justice Workshop; Human Rights Fact-Finding

Research and teaching specialization(s): Gender perspectives on human rights; social movements and international law; international criminal law

Recent publications:

(2011). On fragile architecture: The UN declaration on the rights of indigenous peoples in the context of human rights. *European Journal of International Law*, 22(1), 141-63.

(2010). *The elusive promise of indigenous development: Rights, culture, strategy*. Durham: Duke University Press.

(2009). Indigenous rights claims in international law: Self-determination, culture and development. In D. Armstrong (Ed.), *Handbook of international law* (pp. 331-43). London: Routledge.

(2009). *Forgotten territories, unrealized rights: Rural Afro-Ecuadorians and their fight for land, equality, and security*. Austin: Bernard and Audre Rapoport Center for Human Rights and Justice.

Number of dissertations or theses supervised in past five years: 2

Distinctions: 2004-09 Rapoport Foundation Grant; 2009 Resident Scholar, Rockefeller Foundation Bellagio Center; 2009 University of Texas Subvention Grant; 2007-10 Fulbright Senior Specialist; 2008 Mellon Faculty Research Grant

Freiberger, Oliver – Associate Professor (Asian Studies and Religious Studies)

Appointed at UT: 2004

Education: PhD, Georg-August-Universität Göttingen, Germany, 1999; Dr.phil.habil., Universität Bayreuth, Germany, 2009

Academic experience: Assistant Professor, Department of Religious Studies, Universität Bayreuth, Germany, 2000-04; Instructor, Department of Religious Studies, Universität Bayreuth, Germany, 1995-99.

Overseas experience: Germany

Language(s): Sanskrit², Pali², Classical Tibetan², Latin², Classical Greek²

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: Introduction to Buddhism; History of Religions of Asia; History of Indian Buddhism; Introduction to Comparative Religion; Radical Religion: Ascetics and Holy Persons; Early Buddhist Monasticism; The Buddha and Non-Buddhists; Asceticism; Core Readings on Religion in Asia

Research and teaching specialization(s): Ancient Indian religious history, especially Indian Buddhism; asceticism in India and early Christianity; comparison in the study of religion

Recent publications:

Authored with Adogame, A. & Echtler, M. (2013). Introduction. In A. Adogame, M. Echtler, & O. Freiberger (Eds.), *Alternative voices: A plurality approach for religious studies. Essays in honor of Ulrich Berner* (pp. 9-17). Göttingen: Vandenhoeck & Ruprecht.

(2013). Religionen und religion in der konstruktion des frühen Buddhismus [Religions and religion in the construction of early Buddhism]. In O. Freiberger et al. (Eds.), *Religion in Asien? Studien zur anwendbarkeit des religionsbegriffs* (pp. 15-41). Uppsala: Uppsala University Press.

(2013). Die Deutsche religionswissenschaft im transnationalen fachdiskurs [German studies of religion in the transnational disciplinary discourse]. *Zeitschrift für Religionswissenschaft*, 21(1), 1-28.

(2011). Was ist das Kanonische am Pāli-Kanon? [What makes the Pāli canon canonical?] In M. Deeg, O. Freiberger, & C. Kleine, *Kanonisierung und Kanonbildung in der asiatischen Religionsgeschichte [Canonization and canon formation in Asian religious history]* (pp. 209-232). Vienna: Austrian Academy of Sciences Press.

Authored with Kleine, C. (2011). *Buddhismus: Handbuch und kritische Einführung [Buddhism: Handbook and Critical Introduction]*. Göttingen: Vandenhoeck & Ruprecht,

(2011). How the Buddha dealt with non-Buddhists. In S.E. Lindquist (Ed.), *Religion and Identity in South Asia and Beyond: Essays in Honor of Patrick Olivelle*. London: Anthem Press.

Number of dissertations or theses supervised in past five years: 4

Distinctions: Since 2012 Principal Investigator, 4-year Grant of the Norwegian Government for Exchange Collaboration between the University of Texas at Austin and the University of Oslo; since 2013 Co-Editor-in-chief of the peer-reviewed journal *Zeitschrift für Religionswissenschaft* (Walter de Gruyter); since 2011 Founding co-editor of the book series *Critical Studies in Religion / Religionswissenschaft* (Vandenhoeck & Ruprecht)

Ghosh, Kaushik – Assistant Professor (Anthropology and Asian Studies)

Appointed at UT: 2004

Education: PhD, Princeton University, 2006

Overseas experience: Germany; India; United Kingdom

Language(s): Hindi³, Bengali³, Mundari²

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Globalization and Indian Society; Identity, Power and Resistance in South Asia; Introduction to Subaltern Studies; Modern Indian History (Making of Modern India); State, Capital and Indigeneity in Modern India; Religious Conversions in Modern India.

Research and teaching specialization(s): New economies and affective cultures in India; land and displacement in contemporary India; indigenous peoples and forms of government; Adivasi migration and domestic work in India; Christianity, conversion and modernity in India

Recent publications:

(Forthcoming). Between global flows and local dams: Indigeness, locality and the transnational sphere in Jharkhand, India. In N. Sundar (Ed.), *Indigenous India: A reader*. New York: Oxford University Press.

(2010). Indigenous knowledge. In D. Kapoor and E. Shizha (Eds.), *Indigenous knowledge and learning in Asia/Pacific and Africa: Perspectives on development, education, and culture*. New York: Palgrave Macmillan.

(2006). Between global flows and local dams: Indigeness, locality and the transnational sphere in Jharkhand, India. *Cultural Anthropology*, 21(4), 501-534.

Number of dissertations or theses supervised in past five years: 1

Distinctions: Wenner-Gren, American Institute of Indian Studies, Macarthur, Mellon and Guggenheim research grants

Gillespie, Kate – Associate Professor (Marketing Administration)

Appointed at UT: 1984

Education: PhD, University of London, 1983

Academic experience: Assistant Professor of International Business, and Director for the Center for Middle East Program University of South Carolina, 1982-84; Research Associate in International Business, Finance and Marketing, Harvard International Senior Manager's Program, 1977-78; Visiting Professor - Finland, Mexico, and France

Overseas experience: Iran; Finland; France; Mexico; Switzerland

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Global Marketing; Business in Emerging Markets; Global Strategy and Marketing

Research and teaching specialization(s): International business; diaspora investment; acculturation

Recent publications:

Authored with McBride, J. B. (2013). Counterfeit smuggling: Rethinking paradigms of diaspora investment and trade facilitation. *Journal of International management*, 19(1), 66-81.

Authored with McBride, J. B., & Riddle, L. (2010). Globalization, biculturalism and cosmopolitanism: The acculturation status of Mexicans in upper management. *Journal of International Management*, 10(1), 37-53.

Authored with Laufer, D. & Silvera, D. H. (2009). The role of country of manufacture in consumers' attributions of blame in an ambiguous product-harm crisis. *Journal of International Consumer Marketing*, 21(3), 189-201.

Number of dissertations or theses supervised in past five years: 1

Distinctions: 1988 CBA Foundation Teaching Award for Assistant Professors; 1983, First Place, Doctoral Dissertation Competition, Academy of International Business

Gopalan, Lalitha – Associate Professor (Radio-Television-Film)

Appointed at UT: 2007

Education: PhD, University of Rochester, 1993

Academic experience: Assistant Professor, School of Foreign Service and Department of English, Georgetown University, 1992-2002; Associate Professor, School of Foreign Service and Department of English, Georgetown University, 2002-07; Visiting Associate Professor, Department of East Asian Languages and Cultures, University of California, Berkeley, Spring 2009, Spring 2011

Other professional experience: Co-programming of the film *Bombay Noir* with Anuj Vaidya, 2013; Member, Advisory Board for BFI Classics and Modern Classics, 2005-Present;

Overseas experience: India; United Kingdom

Language(s): Hindi³, Tamil³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Asian Horror Film; Film Theory; Feminist Film Theory; Global Film Genres; National Cinemas and Film Cultures; Avant-Garde & Documentary Films; Transnational Cinemas

Research and teaching specialization(s): Indian Cinema; Screen Theory; Chinese Cinemas; International Experimental and Avant-Garde Film and Art practices.

Recent publications:

(Forthcoming). Beginnings and children. In K. Lury (Ed.), *The child in world cinema*. London: Palgrave Macmillan.

(Forthcoming). Ayisha Abraham's *Straight 8*. *New Cinemas*.

(Forthcoming). World cinema. In J. McNeil and M. Pomerance (Eds.), *Contemporary world history*.

(2013). Bombay noir. In A. Spicer and H. Hanson (Eds.), *A companion to film noir*. West Sussex: Blackwell.

(2012). Bombay, post December 6, 1992: Space and time of communalism. In H. San Miguel (Ed.), *World film locations: Mumbai*. Wilmington, NC: Intellect Books.

(2012). *Rajkamal Kahlon: Double vision*. Berlin: Kerber Press.

(2011). Indian cinema. In J. Nelmes (Ed.), *An introduction to film studies*. 5th Edition. London: Routledge.

(Ed.) (2009). *The cinema of India*. London: Wallflower Press.

(2008). Film culture in Chennai. *Film Quarterly*, 62(1), 40-45.

Number of dissertations or theses supervised in past five years: 3

Distinctions: 2012 Invited to Sight and Sound Decade Poll; Member of Film Festival Jurys (Hawaii International Film Festival; 2002 One Billion Eyes Documentary Film Festival; Walsh Research Grant, American Institute of Indian Studies Fellowship, Screen Prize, Best Article, American Council of Learned Societies Postdoctoral Fellowship; 2013-14 Tagore Fellowship, Ministry of Culture, Government of India; 2013-14 Senior Research Fellowship, AIIS; 2014 Fulbright Hays-Nehru Research Fellowship; Taiwan Grants

Guha, Sumit – Professor (History)

Appointed at UT: 2013

Education: PhD, University of Cambridge, 1981

Academic experience: Frances Higginbotham Nalle Centennial Professor in History, 2013-Present; Professor-II, Department of History, Rutgers University, 2004-13; St Purandara Das Distinguished Professor of South Asian History, Brown University, 2000-04; Professor, Environment Group, Indian Institute of Management Calcutta, 1996-99; Fellow, Nehru Memorial Museum and Library, New Delhi, 1995-96 and 1991-94; Fellow, Yale University Program in Agrarian Studies, 1994-95; Senior Lecturer in History, St. Stephen's College, Delhi 1988-91; Lecturer, Delhi School of Economics 1987-88; Visiting Scholar, Centre for Development Studies, Trivandrum 1986-87; Lecturer, St. Stephen's College, Delhi 1981-86

Overseas experience: India; United Kingdom

Language(s): Hindi³, Marathi², Bengali², Sanskrit², Italian¹, French¹, Portuguese¹, Persian¹, Marwadi¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: History of India; Language and Power; Business and Society in South Asia; South Asia in Global History; War of Independence or Sepoy Mutiny? The 1857 Uprising in India

Teaching areas: History of South Asia from its beginnings to the present; world environmental history; comparative economic history; comparative imperial history

Research specialization: South Asian history c.1200 to the present; environmental history; history of comparative law.

Recent publications:

(Forthcoming). Conviviality, recognition and representation: 'The West' at the Maratha courts c.1670-1850. In C. Lefèvre, I. G. Zupanov, & J. Flores (Eds.), *Cosmopolitanism in the early modern world: The case of South Asia (16th-18th centuries)*.

(Forthcoming) Patronage and state-making as illustrated by early modern empires in India and Britain. In A. Piliavsky (Ed.), *Patronage in South Asia*. Cambridge: Cambridge University Press.

(2013). *Beyond caste: Identity and power in South Asia, past and present*. Leiden: E.J. Brill.

(2011). Bad language and good language: Lexical awareness in the cultural politics of peninsular India, c.1500-1800. In S. Pollock (Ed.), *Forms of knowledge in early modern South Asia*, (pp. 49-68). Raleigh: Duke University Press.

(2010). Serving the barbarian to preserve the dharma: Scribal ideology and training in peninsular India c.1300-1800. *Indian Economic and Social History Review*, 47, 497-525.

Number of dissertations or theses supervised in past five years: 2

Distinctions: 2013 Elected "Directeur d'Etudes" at the Ecole des Hautes Etudes en Sciences Social, Paris; 2008-09 Fellowship from the John Simon Guggenheim Memorial Foundation; 2003-04 Senior Fellowship, The American Council of Learned Societies

Harlow, Barbara - Professor (English)

Appointed at UT: 1985

Education: PhD, State University of New York at Buffalo, 1977

Academic Experience: Louann and Larry Temple Centennial Professor of English Literature, 2000-Present; Visiting Professor/Acting Head of Department, English and Comparative Literature, American University in Cairo, 2006-07

Overseas experience: Egypt; South Africa

Language(s): French³, German³, Spanish², Arabic²

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: Resistance Literature; Literature and Human Rights; Literature and Social Justice; Imperialism and Orientalism

Area/International studies courses taught: Colonial and Orientalist discourse in English literature; ethnic and third-world literature; post-colonial theory

Recent publications:

(2013). Apartheid or not Apartheid? The Russell Tribunal on Palestine, South Africa session, November 2011. *Law, Culture and the Humanities*, 9(3), 412-20.

(2012). From flying carpets to no-fly zones: Libya's elusive revolution(s), according to Ruth First, Hisham Matar, and the International Criminal Court. *Journal of Arabic Literature*, 43(2-3), 431-457.

(2012). "The geography and the event": Questions of Palestine and their eventual jurisdiction. *Interventions*, 14(1), 13-23.

(2010). Diamonds, IDBism, and De Beers. In P. Bose and L.E. Lyons (Eds.), *Cultural Critique and the Global Corporation* (pp. 128-150). Bloomington: Indiana University Press.

Number of dissertations or theses supervised in past five years: 7

Distinctions: 1985-86 Society for the Humanities Fellow, Cornell University; 1983-84 Visiting Scholar in English, Wesleyan University

Harzer, Edeltraud – Senior Lecturer (Asian Studies)

Appointed at UT: 1998

Education: PhD, University of Washington, 1986

Academic experience: Assistant Professor, Department of Religious Studies, Indiana University, Bloomington, Indiana, 1993-96; Assistant Professor, Department of Religious Studies, Stanford University, Stanford, California; 1993; Lecturer, Department of Slavic Languages and Literature, University of Washington, Seattle, Washington, 1989-90; Assistant Professor, Asian Studies & Religion, University of Puget Sound, Tacoma, Washington, 1988-89.

Overseas experience: India

Language(s): German³, Czech³, Russian¹, Sanskrit³, Pali¹, French¹, Slovak¹, Polish¹, Hindi¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Introduction to India; Hindu Traditions; Asian Religions; Living Epics of India; Nonconformist Thinkers of India; Culture of Food in India; Art of the Body in India; Introductory and Intermediate Sanskrit

Research and teaching specialization(s): Sanskrit; Indian philosophy; Indian epics; Nonconformist Thinkers of India; Food of India; Art of the Body

Recent publications:

(2013). Moriz Winternitz as father of the critical edition of the *Mahabharata*. *Pandanus: Nature in Literature, Art, Myth and Ritual*, 7(1).

(2013). Nature images in Umapatidhara's poetry: A stone inscription of late medieval Sanskrit poetry. *Pandanus. Nature in Literature, Art, Myth and Ritual*, 7(1).

(2013). Forging the fate of Karna: Observations on the critical edition of the *Mahabharata*. In J. Duquette & P. P. Kumar (Eds.), *Classical and Contemporary Issues in Indian Studies*. New Delhi: Printworld.

(2007). Badarayana, Brahma Sutra, Samsara, Sankara, Vedanta. In D. Cush, C. A. Robinson, & M. York (Eds.), *Encyclopedia of Hinduism*. London: Routledge/Courzon.

Number of dissertations or theses supervised in past five years: 2

Distinctions: National Endowment for the Humanities Grant, 1990-92; Post-doctoral Fellowship in Buddhist Studies, Antioch University, Yellow Springs, Ohio, 1986; Ministry of Education of the Indian Government fellowship, Delhi University and Banaras Hindu University, India, 1972-73; Indo-Czechoslovak Cultural Exchange program, Delhi University, Delhi. University Grants Commission, 1971.

Hassan, Shahnaz – Lecturer (Asian Studies)

Appointed at UT: 2002

Education: B.A., University of Punjab, Lahore, Pakistan, 1982

Academic experience: Berkeley Urdu Language Program in Pakistan (BULPIP), 1990-2002; Lecturer at U.S. Peace Corps Program in Pakistan, 1988-89

Overseas experience: Pakistan

Language(s): Punjabi³, Urdu³, Arabic¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Introduction to Urdu; Intermediate Urdu; Spoken Urdu; Readings in Urdu Newspapers

Research and teaching specialization(s): Urdu; Urdu Grammar and Literature

Recent publications:

(2013). Book review [*Urdu, An Essential Grammar* by R. L. Schmidt].

Number of dissertations or theses supervised in past five years: 7

Distinctions: Spring 2011 Texas Foreign Language Teaching Excellence Award; 2011 STARTALK, Albuquerque, New Mexico; 2009 STARTALK SIPHUR, Bloomington, Indiana; June 1991 Nomination for "Peace Corps Sub-regional Language Enhancement Conference" held in Phuket, Thailand

Hindman, Heather - Associate Professor (Asian Studies and Anthropology)

Appointed at UT: 2009

Education: PhD, University of Chicago, 2003

Academic experience: Assistant Professor of Anthropology Northeastern University, 2006-09; Post-Doctoral Fellow, The University of Chicago, 2005-06

Overseas experience: Nepal

Language(s): Nepali³, Newari¹, Sanskrit¹, German¹, Latin¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Development and its Critics; Ethnographies of Global Asia; Anthropology of Globalization; Immigration and Emigration, Travel and Mobility; Gender and Labor in Asia; Anthropology of the Himalayas; Global Markets and Local Culture

Research and teaching specialization(s): Nepal, critical development, expatriate communities, social theory, global labor and gender, diaspora and refugees, inter-Asia connections

Recent publications:

Authored with Oppenheim, R. (2014). Lines of labor and desire: "Korean quality" in contemporary Kathmandu.

Anthropological Quarterly, 87(2), 465-95.

(2013). *Mediating the global: Expatria's forms and consequences in Kathmandu*. Palo Alto: Stanford University Press.

(2013). Social service provider perception of "Nepali-ness" of asylum and refugees in Austin, Texas. *European Bulletin of Himalayan Research*, 43, 103-119.

Authored Fechter, A. (Eds.) (2011). *Inside the everyday lives of development workers: The challenges and futures of Aidland*. Bloomfield, CT: Kumarian Press.

(2010). Performing security in Nepal's Little America: Bureaucracy and its malcontents. *Bodhi*, 4(1), 1-17.

(2009). Cosmopolitan codifications: Elites, expatriates and differences in Kathmandu, Nepal. *Identities*, 16(4), 249-270.

(2009). Shopping in the bazaar/bizarre shopping: Culture and the accidental elitism of expatriates in Kathmandu, Nepal. *Journal of Popular Culture*, 42(4), 663-79.

Distinctions: 2013-Present Executive Committee, Association of Nepal and Himalayan Studies; 2012-13 and 2013-14 Mitchell Award for Undergraduate Research (advisor) University of Texas at Austin; 2011-12 Humanities Institute Fellow, University of Texas at Austin; 2009 Research Award, Northeastern University; 2009 Faculty Advancement Award, Northeastern University; 2008 Phi Beta Delta; 2007 Faculty Undergraduate Research Initiative

Hyder, Syed Akbar – Associate Professor (Asian Studies)

Appointed at UT: 2000

Education: PhD, Harvard University, 2000

Academic experience: Associate Director for Urdu, Hindi-Urdu Flagship Program

Overseas experience: Egypt; India; Iran; Pakistan; Syria; Turkey

Language(s): Urdu³, Hindi³, Persian¹, Arabic¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Introduction to India; Islam in South Asia; Literary Theory and South Asia; Sufism & Islamic Mystical Traditions; Afghanistan: Religion, History, Politics; Core Studies in South Asia; Introductory Hindi-Urdu; Urdu Epics & Elegies; Partition in Literature & Film

Research and teaching specialization(s): Islamic cultures & literatures of South Asia; comparative mystical traditions; Urdu-Hindi literatures & aesthetics

Recent publications:

Authored with Petievich, C. (2009). Qawwali songs of praise. In B. D. Metcalf (Ed.), *Islam in South Asia in practice* (pp. 153-168). Princeton: Princeton University Press.

Authored with Petievich, C. (2009). Shi'i mourning in Muharram: Nauha laments for children killed at Karbala. In B. D. Metcalf (Ed.), *Islam in South Asia in practice* (pp. 191-201). Princeton: Princeton University Press.

(2008). Iqbal and Karbala. In N. Khan (Ed.), *Crisis and Beyond: Reevaluating Pakistan*. New York: Routledge.

(2008). Contemplations of the divine in the Qawwali tradition. In A. Feldhaus & M. Bhagavan (Eds.), *Claiming power from below: Essays in honor of Eleanor Zelliot*. Delhi: Oxford University Press.

Authored with Asani, A. S. (2007). *A'iye Urdu Parhen: Let's study Urdu, An Introductory Urdu Textbook*, 2 vols. New Haven: Yale University Press.

Number of dissertations or theses supervised in past five years: 5

Distinctions: 2002 Course Development Grant, Center for Asian Studies, University of Texas at Austin; 1995-99 Harvard's Certificate of Distinction in Teaching; 1998, 2001 Harvard Foreign Language Consortium Grant (with Ali Asani)

Jacobsohn, Gary J. - Professor (Government)

Appointed at UT: 2004

Education: PhD, Cornell University, 1972

Academic experience: H. Malcolm MacDonald Chair in Constitutional and Comparative Law, 2004-Present; Patterson-Banister Chair, 2004-08; Williams College, 1971-2004

Overseas experience: India

Percent of time dedicated to area/international studies courses: 25%

Area/International studies courses taught: Comparative Constitutionalism; Political and Legal Philosophy; Constitutional Change in Comparative Perspective; Constitutional Structures of Power; Judicial Process

Research and teaching specialization(s): Political thought; legal philosophy; comparative constitutionalism; Resource person for political and constitutional analysis of Indian democracy

Recent publications:

(Forthcoming) *Constitutional identity: A comparative exploration*. Cambridge: Harvard University Press.

Authored with Shankar, S. (2013). Constitutional borrowing in South Asia: India, Sri Lanka, and constitutional identity. In S. Khilnani & V. Raghavan (Eds.), *Comparative constitutionalism in South Asia*. Oxford: Oxford University Press.

(2012). Making sense of the constitutional revolution. *Constellations* 19(2), 164-181.

(2011). Rights and American constitutional identity. *Polity*, 43(4), 409-431.

(2010). *Constitutional identity*. Cambridge: Harvard University Press.

(2009). The sounds of silence: Militant and acquiescent constitutionalism. In S. Kautz, A. Melzer, J. Weinberger, & M. R. Zinman (Eds.), *The Supreme Court and the idea of constitutionalism* (pp. 131-160). Philadelphia: University of Pennsylvania Press.

(2009). *The wheel of law: India's secularism in comparative constitutional context*. Princeton: Princeton University Press.

Authored with Kommers, D. P. & Finn, J. E. (Eds.) (2009). *American constitutional law: Essays, Cases, and comparative notes*. Lanham, MD: Rowman & Littlefield.

Number of dissertations or theses supervised in past five years: 3

Distinctions: 2008 UIC Distinguished Professor, Underwood International College, Yonsei University, South Korea; 2006-Present Canada Research Chairs Program College of Reviewers; 1998-99 Fulbright Research Scholar (India); 1998-99 American Institute of Indian Studies Fellowship (declined); 1994-95 Woodrow Wilson International Center for Scholars Fellowship in the Humanities and Social Sciences; 1989 National Endowment for the Humanities Fellowship Award; 1979 National Endowment for the Humanities; 1967-71 NDEA Title VI Graduate Fellowship

Jensen, Robert – Professor (Journalism)

Appointed at UT: 1992

Education: PhD, University of Minnesota, 1992

Academic experience: Director, College of Communications Senior Fellows Honors Program, 2002-10; Board of Directors, Institute for Community, University, and School Partnerships, 2012-Present; Co-founder and Board of Directors, Third Coast Activist Resource Center, 2004-Present; Instructor, School of Journalism and Mass Communication, University of Minnesota, 1989-92

Overseas experience: India; Pakistan

Research/Teaching specialization(s): Media law and ethics; Politics of news gathering and news construction; Media depictions of gender and sexuality; Pornography and violence against women; Feminist ethics and jurisprudence

Recent publications:

(2013). *Arguing for our lives: A user's guide to constructive dialog*. San Francisco: City Lights.

(2013). Our challenge: Prophetic voices. In R. H. Woods, Jr., & K. Healey, (Eds.), *Prophetic Critique and Popular Media: Theoretical Foundations and Practical Applications* (pp. 19-32). New York: Peter Lang.

(2011). Pornography as propaganda. In G. Sussman (Ed.), *The propaganda society: Promotional culture and politics in global context* (pp. 159-174). New York: Peter Lang.

(2009). *All my bones shake: Seeking a progressive path to the prophetic voice*. New York: Soft Skull Press.

(2008). The empire and the war for Muslim minds: The process of empire building. *Policy Perspectives*, 5(1), 135-138.

Distinctions: 2001 College of Communication Teaching Excellence Award, University of Texas at Austin; 2000-01 Dads' Association Centennial Teaching Fellowship, University of Texas at Austin; 1996-97 Texas Excellence Teaching Award for College of Communications, University of Texas at Austin

Keeler, Ward - Associate Professor (Anthropology)

Appointed at UT: 1989

Education: PhD, University of Chicago, 1982

Percent of time dedicated to area/international studies courses: 100%

Overseas experience: Burma; Indonesia

Language(s): Javanese³, Balinese³, Indonesian³, French³, Burmese², Dutch¹, German¹, Italian¹.

Percent of time dedicated to area/international studies courses: 25%

Area/International studies courses taught: Expressive Culture; Anthropology of Performing Arts; Anthropology of Mass Media; Cultures of Southeast Asia; Gender in Southeast Asia; Anthropology of Buddhism; Postcoloniality

Research and teaching specialization(s): Java and Bali as well as Burma; connections between South and Southeast Asia

Recent publications:

(2013). Engaging students with fiction, memoirs, and film. In M. Cohen (Ed.), *Novel Approaches to Anthropology: Contributions to Literary Anthropology* (pp. 227-224). Lanham, MD: Lexington Books.

(2010). *Burma: Classical theatre music*. A two-CD set produced by and with liner notes by W. Keeler. Geneva: Archives internationales de musique populaire, Musée d'ethnographie.

(2009). What's Burmese about Burmese rap?: Why some expressive forms go global. *American Ethnologist*, 36(1), 2-19.

(2008). Teaching Southeast Asia through fiction and memoirs. *Anthropology Today*, 24(6), 16-19.

Number of dissertations or theses supervised in past five years: 1 dissertation, 1 thesis

Distinctions: 2014 Visiting Fellow, Department of Anthropology, University of Stockholm; 2014 Visiting Fellow, International Institute for Asian Studies, Leiden; 2013 Visiting Fellow Asia Research Institute, National University of Singapore; 2011-12 University of Texas Faculty Research Assignment, in support of research in Burma; 2009 Dean's Fellowship, College of Liberal Arts, University of Texas; 2000-Present, Trustee, Burma Studies Foundation

Khurshid, Sarfraz – Associate Professor (Electrical & Computer Engineering)

Appointed at UT: 2004

Education: PhD, Massachusetts Institute of Technology, 2004

Academic experience: Full-time faculty at University of Texas at Austin, 2004-Present

Overseas experience: Pakistan; South Africa

Language(s): Punjabi³, Urdu³

Research/Teaching specialization(s): Software engineering, specifically testing and verification

Recent publications:

Authored with Gopinath, D., Saha, D., & Chandra, S. Data-guided repair of selection statements. Proc. 36th International Conference on Software Engineering (ICSE) 2014.

Authored with Yang, G., Person, S., & Rungta, N. Property differencing for incremental checking. Proc. 36th International Conference on Software Engineering (ICSE) 2014.

Authored with Brubaker, C., Jana, S., Ray, B., & Shmatikov, V. Using Frankencerts for Automated Adversarial Testing of Certificate Validation in SSL/TLS Implementations. 35th IEEE Symposium on Security and Privacy (Oakland) 2014.

Authored with Gilgoric, M. et al. (2010). Test generation through programming in UDITA. 32nd ACM/IEEE International Conference on Software Engineering (ICSE), Cape Town, South Africa, May 2010.

Number of dissertations or theses supervised in past five years: 8

Distinctions: 2013 NSF Grants for work on Mera: Memoized Ranged Systematic Software Analyses and Development and Debugging of Cyber-physical Systems (with C. Julien & M. Kim); Best Practical Paper Award at Oakland 2014; ACM SIGSOFT Impact Paper Award 2012; ACM SIGSOFT Distinguished Paper Award at ICSE 2010; National Science Foundation CAREER Award 2009

Konana, Prabhudev - Professor (Information, Risk & Operations Management, Red McCombs School of Business)
Appointed at UT: 1995

Education: PhD, University of Arizona, 1995

Academic experience: Assistant Director for Center for Research in Electronic Commerce (CREC) at the McCombs School of Business, University of Texas at Austin; William H. Seay Centennial Professor in Business

Overseas experience: India

Language(s): Kannada², Hindi², Tamil¹.

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: Global Business Program on India, Information Technology Management in India

Research and teaching specialization(s): Investigating growth strategies of India, impact of IT on developing economies; outsourcing and off-shoring antecedents

Recent publications:

Authored with Park, J. H., Gu, B., & Man Leung, A. C. (2014). An investigation of information sharing and seeking behaviors in online investment communities. *Computers in Human Behavior*, 31, 1-12.

Authored with Gu, B. & Hsuan-Wei, M. C. (2013). Identifying consumer consideration set at the purchase time from aggregate purchase data in online retailing. *Decision Support Systems*, 53(3), 625-633.

Authored with Ray, G. & Wu, D. (2009). Competitive environment and the impact of IT on vertical integration. *Information Systems Research*.

Authored with Lee, C. G. & Mok, A. (2007). Monitoring timing constraints with confidence threshold requirements. *IEEE Transactions on Computers*, 56(7), 977-991.

Number of dissertations or theses supervised in past five years: 8

Distinctions: 2011 Regents' Outstanding Teaching Award, University of Texas System (highest teaching recognition given by the Regents); 2011 Most Outstanding Professor, MBA(Dallas) Program; 2003 Elected to Academy of Distinguished Teacher, University of Texas at Austin; 1999-2003 NSF Career Award; 2005 Faculty Honor Roll, Texas Executive MBA; 2004-05 NSF Information Technology Research grant with S. Balasubramanian and R. Rajagopalan.

Kumar, Shanti – Associate Professor (Radio-Television-Film/Asian Studies)

Appointed at UT: 2006

Education: PhD, Indiana University, Bloomington, 1998

Academic experience: Associate Professor, University of Wisconsin-Madison 1999-2006; Assistant Professor, University of North Texas, 1998, 1997

Overseas experience: India

Language(s): Hindi³, Telugu³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: History of Indian Cinema; South Asian Media and Popular Culture; Postcolonial Theory and Criticism; Global Media; Bollywood and Global Culture

Research and teaching specialization(s): Globalization in South Asia; Indian cinema and television; postcolonial theory and criticism; media and cultural studies

Recent publications:

Authored with Jirik, J. & Straubhaar, J. (2014). *Global media*. New York: Routledge.

Authored with Wilkins, K. & Straubhaar, J. (Eds.) (2013). *Global communication: New agendas in communication*. New York: Routledge.

Authored with Punathambekar, A. (Eds.) (2013). *Television at large in South Asia*. New Delhi: Routledge.

(2010). Globalization, media privatization and the redefinition of the "public" in Indian television. *Bio-Scope: South Asian Screen Studies*, 1, 21-25.

(2010). Mapping Tollywood: The cultural geography of Ramoji Film City in Hyderabad. In M. Curtin & H. Shah (Eds), *Re-orienting global communication: Indian and Chinese media beyond borders* (pp. 104-117). Champaign: University of Illinois Press.

(2008). Hollywood, Bollywood, Tollywood: Redefining the global in Indian cinema. In A. P. Kavoori & A. Punathambekar (Eds.), *The Bollywood reader* (pp. 79-96). New York: New York University Press.

Number of dissertations or theses supervised in past five years: 13

Distinctions: 2012 Humanities Institute Fellow, Seminar Theme: Public and Private, University of Texas at Austin; 2010 Undergraduate Mentorship Award, University of Texas at Austin; Research grant, University of Texas at Austin; Research-Service Award, University of Wisconsin Madison

Leoshko, Janice – Associate Professor (Art History/Asian Studies)

Appointed at UT: 1993

Education: PhD, Ohio State University, 1987

Academic experience: Advisor for the Center of Art and Archaeology in New, Delhi, India 1993-2000; Associate Curator of Indian Art 1993-98; Assistant Curator, Southeast Asian Art, Los Angeles County Museum of Art 1986-88

Overseas experience: Bangladesh; Burma; India; Japan; Sri Lanka; Thailand

Language(s): Sanskrit², French²; Hindi¹, German¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Sacred Places in India, Searching for Sanchi, Formation of Indian Art; Indian Art in Postcolonial Environment; Buddhist Art; Indian Art in the Age of Empires; Defining the Classical Age in Indian Art

Research and teaching specialization(s): South Asian art history

Recent publications:

(2012). The Vajrasana images and its legacy. In P. Olivelle, J. Leoshko, & P. B. Ray (Eds.), *Reimagining Asoka: Memory and history*. New Delhi: oxford University Press.

(2011). On the Buddhist ruins of Bodh Gaya and Bamiyan. *Third Text*, 25(6), 667-74.

Authored with Kaimal, P. (2011). Introduction: About ruins. *Third Text*, 25(6), 661-65.

(Curator) (2009). *For as long as the sun and moon exist: Seeking evidence of Ashoka*. India International Center & Jawaharlal Nehru National Library, New Delhi.

(2010). Artfully carved: The Jain site at Udayagiri/Khandagiri in Orissa. *Artibus Asiae*, 70: 7-24.

(2006). The significance of early South Asian sculpture. In P. Ghosh (Ed.), *Fashioning the divine: South Asian sculpture at the Ackland Art Museum*. Chapel Hill: Ackland Museum of Art, University of North Carolina at Chapel Hill.

Number of dissertations or theses supervised in past five years: 15

Distinctions: 1999 UT Summer Research Award; 1994 AIIS Senior Research Grant; 1991 Mellon Research Grant; 1990 Asian Cultural Council Travel Grant

Linden, Leigh L. – Assistant Professor (Economics and Public Affairs)

Appointed at UT: 2011

Education: PhD, Massachusetts Institute of Technology, 2004

Academic experience: Assistant Professor, Department of Economics and LBJ School of Public Affairs, University of Texas at Austin, 2011-present; Assistant Professor, Department of Economics and School of International and Public Affairs, Columbia University, 2004-2011

Overseas experience: Afghanistan; Bolivia; Burkina Faso; Chad; Colombia; India; Jamaica; Mexico; Mongolia; Nepal; Pakistan; Philippines; Sierra Leone; Uganda

Language(s): French¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Development Economics, Economic Development

Research and teaching specialization(s): Development economics, economics of education, microeconomic foundations of poverty, large-scale randomized controlled trials

Recent publications:

Authored with Burde, D. (2013). Bringing education to Afghan girls: A randomized controlled trial of village-based schools. *American Economic Journal: Applied Economics*, 5(3), 27-40.

Authored with Hanna, R. (2012). Discrimination in grading. *American Economic Journal: Economic Policy*, 4(4), 146-68.

Authored with Shastry, G. K. (2012). Grain inflation: Identifying agent discretion in response to a conditional school nutrition program. *Journal of Development Economics*. 99(1), 128-138.

Authored with Barrera-Ororio, F., Bertrand, M. & Perez, F. (2011). Improving the design of conditional transfer programs: Evidence from a randomized education experiment in Colombia. *American Economic Journal: Applied Economics*, 3(2), 167-95.

Number of dissertations or theses supervised in past five years: 4

Distinctions: 2012 Millennium Challenge Corporation Grant; 2012 National Science Foundation Award; 2012 USAID Development Innovations Venture Grant; 2011 Spencer Foundation Grant; 2011-Present Fellow, Murray S. Johnson Chair in Economic; 2011-Present Fellow, Leroy G. Denman, Jr. Regents Assistant Professorship in Economics; 2010 US Department of Education Grant; 2008-10 National Academy of Education/Spencer Postdoctoral Fellowship; 2003 MacArthur Foundation Fellowship; 1999-2000 White House Council of Economic Advisers, Staff Economist for Environmental Economics and Industrial Organization

Louis, William Roger – Professor (History)

Appointed at UT: 1970

Education: DLitt, Oxford University, 1979; DPhil, Oxford University, 1962

Academic experience: Kerr Chair in English History and Culture and Distinguished Teaching Professor; Kluge Chair, Library of Congress 2010; Scholars' Council, Library of Congress, 2006-Present; Chichele Lecturer, All Souls College, 1990, 2002, 2003, 2006, 2010; Chairman, US State Department Historical Advisory Committee 2003-09; President, American Historical Association 2001; Assistant and Associate Professor of History, Yale University, 1962-70

Overseas experience: India

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: European Imperialism and British Empire; Decolonization of the British Empire; British History, Literature and Politics

Research and teaching specialization(s): British colonial history in South Asia; Empire and globalization

Recent publications:

Authored with Shlaim, A. (2012). *The 1967 Arab-Israeli War*. Cambridge: Cambridge University Press.
(2006). *Ends of British imperialism: The scramble for empire, Suez and decolonization: collected essays*. London: I.B. Tauris.

(Ed.) (2005). *Yet more adventures with Britannia*. Austin: Harry Ransom Humanities Research Center.

(Ed.) (2005). *Burnt orange Britannia*. Austin: Harry Ransom Humanities Research Center.

(Ed.) (2003). *Still more adventures with Britannia*. Austin: Harry Ransom Humanities Research Center.

Authored with Owen, R. (Ed.) (2002). *A revolutionary year: The Middle East in 1958*. Washington: Woodrow Wilson Center Press.

Number of dissertations or theses supervised in past five years: 8

Distinctions: 2012-Present Senior Scholar, Woodrow Wilson Center; 2011 Elected to American Academy of Arts and Sciences; 2009 University of Texas at Austin Professor of the Year; 2005 Leonard Stein Lectures, Oxford; 2003 Antonius Lecture Oxford; 1999 Commander of the British Empire (awarded by the Queen for professional achievement); 1998-Present University of Texas at Austin Distinguished Teaching Academy; 1998 Honorary D. Phil., Westminster College; 1996 Elie Kedourie Memorial Lecture; 1993-Present Fellow, British Academy; 1992 Distinguished Lecturer, L.S.E.; 1984-Present Royal Historical Society

Mahajan, Vijay - Professor (McCombs School of Business)

Appointed at UT: 1990

Education: PhD, University of Texas at Austin, 1975

Academic experience: Dean, Indian School of Business, Hyderabad, India 2002-04; Associate Dean for Research, McCombs School of Business 1991-94

Overseas Experience: India

Language(s): Hindi³, Urdu³

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: Invisible Global Marketing

Research/Teaching specialization(s): Marketing, international business, business in India; Continuing collaboration with the Business School and a resource person for students specializing in SA business

Recent publications:

(2012). *The Arab world unbound: Tapping into the power of 350 million consumers*. Hoboken: Wiley.

(2009). *Africa rising: How 900 million African consumers offer more than you think*. Upper Saddle River, NJ: Wharton School Publishing.

Authored with Chircu, A. (2009). Revisiting digital divide: An analysis of mobile technology depth and service breadth in the BRIC countries. *Journal of Product Innovation Management*, 26(4), 455-466.

Authored with Venkatesh, R. (2008). The design and pricing of bundles: A review of normative guidelines and practical approaches. In V. Rao (Ed.), *Handbook of Research in Pricing* (pp. 232-257). Northampton: Edward Elgar Publishing.

Authored with Barak, L. & Muller, E. (2008). Can you see the chasm? Innovation diffusion according to Rogers, Bass and Moore. In N. K. Malhotra (Ed.), *Review of Marketing Research, Volume 5*. Bingley, UK: Emerald Books.

Number of dissertations or theses supervised in past five years: 4

Distinctions: 2009 CIBER; 2006 Distinguished Alumnus Award, Indian Institute of Technology (Kanpur); eponymous in the Vijay Mahajan Award, instituted by American Marketing Association in 2000 for career contributions to marketing strategy; 1999 The Gilbert Churchill Award for lifetime achievement in marketing research, American Marketing Association; 1997 The Charles Coolidge Parlin Award for lifetime contribution to marketing, American Marketing Association and Wharton; Editor, *Journal of Marketing Research* 1994-97

Mallapragada, Madhavi – Assistant Professor (Radio-Television-Film)

Appointed at UT: 2006

Education: PhD University of Wisconsin-Madison, 2003

Academic experience: Assistant Professor, Indiana University 2003-06; Lecturer, University of Wisconsin Madison 2001-02; University of Delhi 1994-95; Jawaharlal Nehru University 1993-94

Overseas experience: India

Language(s): Hindi³, Kannada³

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: New Media Technologies and Cultures; Asian American Media Cultures; Introduction to Media Studies; Asian Americans and Media; Media and Diaspora

Research and teaching specialization(s): Media and cultural studies; Asian American studies; diaspora studies; globalization studies

Recent publications:

(Forthcoming). Mixed signals: MTV Desi, South Asian American audiences and the discourse of ethnic television.

South Asian History and Culture.

(2010). Desktop deities: Hindu temples, online cultures and the politics of remediation. *South Asian Popular Culture*, 8(2), 109-121.

(2010). Web technologies, network societies and emergent Indian-American alliances. In M. Curtin & H. Shah (Eds.), *Re-orienting global communication: Indian and Chinese media beyond borders*. Champaign: University of Illinois Press.

(2006). Home, homeland, homepage: Belonging and the Indian-American web. *New Media and Society*, 8(2), 207-227.

Number of dissertations or theses supervised in past five years: 14

Distinctions: 2012 Humanities Institute Faculty Fellow, College of Liberal Arts, University of Texas at Austin; 2011 Top Faculty Paper, Race and Ethnicity Division, International Communication Association Annual Conference, Boston; 2010 Dean's Fellow, College of Communication, University of Texas at Austin; 2002 Research-Service Award, University of Wisconsin-Madison; 2002 McCarty Dissertation Fellowship, Department of Communication Arts, University of Wisconsin-Madison; 2002, 2000 Pearce Award for Academic Performance, Department of Communication Arts, University of Wisconsin-Madison; 1989 Government of India National Talent Scholarship

Minault, Gail – Professor (History)

Appointed at UT: 1972

Education: PhD, University of Pennsylvania, 1972.

Academic experience: University of Texas, Assistant Professor, 1972-80, Associate Professor 1980-97, Professor 1997-2014; Visiting Assistant Professor, University of California Berkeley, as Field Director of Berkeley Urdu Language Program in Lahore, Pakistan, 1976; Visiting Professor, Centre d'Etudes de l'Inde et de l'Asie du Sud, Ecole des Hautes Etudes en Sciences Sociales, Paris, France, 1990

Overseas experience: India.

Language(s): French³, Urdu³, Persian², Hindi¹, Italian¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Muslim India; History and Culture of India since 1750; Women in South Asia; Religious and Social Reform Movements in Modern India; Muslim India before 1750; Religious Sectarianism and Civil Violence in the Modern World

Research and teaching specialization(s): Muslim culture and society in South Asia; women in South Asian societies; imperialism and nationalism in South Asia; modern India and Pakistan; religion and violence in South Asia

Recent publications:

(2012). Zahida Khatun Sherwani (Z-Kh-Sh): *Parda-Nashin* poet of Aligarh. In D. Gilmartin & U. Sanyal (Eds.), *Muslim voices: Traditions and contexts* (pp. 218-230). New Delhi: Yoda Press.

(2010). Educated Muslim women: Real and ideal. In C. Gupta (Ed.), *Gendering colonial India* (pp. 109-35). New Delhi: Orient Blackswan.

(2009). *Gender, language and learning: Essays in Indo-Muslim cultural history*. Delhi: Permanent Black.

(2008). Other voices, other rooms: The view from the Zenana. In M. Bhagavan & A. Feldhaus (Eds.), *Speaking truth to power: Religion, caste, and the subaltern question in India* (pp. 121-36). Delhi: Oxford University Press.

Number of dissertations or theses supervised in past five years: 12

Distinctions: Senior Research fellowships from the American Institute of Indian Studies; Fellowships from the National Endowment for the Humanities; Fellow at National Humanities Center

Mohammad, Mahboob A. – Lecturer (Asian Studies)

Appointed at UT: 2007

Education: Ph.D, Languages and Cultures of Asia, University of Wisconsin-Madison, 2009

Academic experience: Lecturer, South Asian Summer Language Institute (SASLI), University of Wisconsin- Madison 2009; Teaching Assistant, South Asian Summer Language Institute (SASLI), University of Wisconsin- Madison 2008, 2007; Teaching Assistant, Telugu, Department of Languages and Cultures of Asia, University of Wisconsin-Madison 2002-06

Overseas experience: India

Language(s): Hindi³, Telegu³, Urdu³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Telugu language; Devotion in South India; Modern India and Literature; South Asia Saints and Yogis; South Asia and the Novel

Research and teaching specialization(s): Telugu language and literature; South Asian literature religion in Contemporary South India; devotional and public ritual performances in South Asia

Recent publications:

(Forthcoming). Metal hands, red threads, and green flags: Materializing Islamic devotion in South India. In T. Pintchman and C. Dempsey (Eds.), *Sacred Matters: Materiality in Indian Religions*. New York: State University of New York Press.

(2013). *The festival of Pirs: Popular Islam and shared devotion in South India*. New York: Oxford University Press.

(2012). The pilgrimage for the Pir: Ziyarat Darsanam. In P. Penumala (Ed.), *Introducing Hinduism*. London: Equinox Publishers.

(2011). "Sita is Fatima and Fatima is Sita": Performing Sita and Fatima in a Muslim public ritual. *Journal of Vaishnava Studies*, 20(1), 173-96.

(2010). Telling stories: Hindu-Muslim worship in South India. *The Journal of Hindu Studies* 2, 157-88.

Distinctions: 2007 Saraswatee Bhasha Samman, National Award from the Government of India for Poetry; 2006-07 American Institute of Indian Studies Research Award; 2003 Telugu University Award and Sahithee Gowthamee Award for *Ivaala* (poetry collection); 2002 Research Fellowship from the Ministry of Culture & Human Resources, Government of India; 2002 Ugadi (Telugu New Year) National Integration Honor from the Madras Telugu Academy for outstanding contributions to Telugu Literature, Chennai, India; 2002 Best Literary Critic Award in Telugu, Telugu University, Hyderabad, India; 1999 Alisetty Prabhaakar Award for the best collection of poems, Hyderabad, India

Moin, Azfar A. – Assistant Professor (Religious Studies)

Appointed at UT: 2014

Education: PhD, University of Michigan, 2010

Academic experience: Assistant Professor, History of South Asia, Southern Methodist University 2010-2014

Overseas experience: France; Germany; Pakistan; United Kingdom

Language(s): Urdu³, Persian³, Arabic³, French²

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Islam in the Early Modern World; Sovereignty in Islam; What is Religion?

Research/Teaching specialization(s): Sufism and Sainthood in Islam; Sacred Kingship; Early Modern Iran, Central Asia, and South Asia

Recent publications:

(2014). Margins of anxiety and centers of confidence. *South Asian History and Culture*, 5(4).

(2013). Painted rituals: The sacred art of Jahangir. In S. B. Freitag, D. Gilmartin, & U. Sanyal (Eds.), *Muslim Voices: Community and the Self in South Asia*. New Delhi: Yoda Press.

(2012). *The millennial sovereign: Sacred kingship and sainthood in Islam*. New York: Columbia University Press.

(2012). Peering through the cracks in the Baburnama: The textured lives of Mughal sovereigns. *Economic Social History Review*, 49(4), 493-526.

(2009). Challenging the Mughal emperor: The Islamic millennium according to 'Abd al-Qadir Badayuni. In B. Metcalf (Ed.), *Islam in South Asia in Practice* (pp. 390-402). Princeton: Princeton University Press.

Number of dissertations or theses supervised in past five years: 3

Distinctions: 2013 Best First Book in the History of Religions, American Academy of Religion; 2013 John F. Richards Prize in South Asian History, American Historical Association; 2013-14 Research Fellowship, Dept. of Religious Studies, University of Texas at Austin; 2012-13 Postdoctoral Fellowship for Transregional Research, Social Science Research Council; 2009 Rackham Humanities Dissertation Fellowship, University of Michigan; 2008 Pre-Doctoral Research Fellowship, AIPS; 2008 Rackham Humanities Research Fellowship, University of Michigan; 2005 Rackham Regents Fellowship, University of Michigan; 2004, 2003 Foreign Language and Area Studies Fellowship, University of Texas at Austin

Newberg, Paula – Clinical Professor of Government and Fellow of the Wilson Chair in Pakistan Studies

Appointed at UT: January 2013

Education: PhD, University of Chicago

Academic experience: Department of Government, University of Texas at Austin, 2013-Present; Marshall B. Coyne Director, Institute for the Study of Diplomacy and Visiting Professor, School of Foreign Service, Georgetown University, 2009-2012; adjunct faculty, Columbia University School of International Affairs, 1982-1995; adjunct professor, Rutgers University School of Management, 1985-1987; adjunct professor, Nitze School of International Affairs, Johns Hopkins University, 1995; Dean of Special Programs, Skidmore College, 2005-2006.
Overseas experience: Extensive experience living and working overseas since 1980: south Asia; central and west Asia; east, west and central Europe; the Middle East; and Africa. Special advisor to the United Nations, 1996-2005; Peace Corps Director, Kyrgyzstan 1995-1996; Special advisor to the National Democratic Institute, 1992-Present (Asia, Europe, Africa); Senior Advisor to the American Bar Association, 2011-Present (Asia); consultant to the National Endowment for Democracy 2010-2011 (Asia); USAID (Africa); and others.

Language(s): French³, German³, Czech³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Human rights and foreign policy; refugees and mass migration in international politics; international political economy; international politics of south Asia; complex emergencies in south Asia; human rights in the making of modern south Asia.

Research and teaching specialization(s): At the University of Texas: Rights and the State in South Asia; Complex Emergencies; Humanitarianism and development; Jurisprudence and politics. In Pakistan (AIPS grant): Conflict analysis, negotiation and mediation; conflict, governance and rights; complex emergencies (2014-15).

Recent publications:

(Forthcoming). Neither war nor peace: Afghanistan post-2014. In volume edited by Maley and Bose, University of Pennsylvania Press.

(Forthcoming). Reframing development and humanitarianism in Taliban-era Afghanistan. In volume edited by Maley and Hutchings, Oxford University Press.

(2013). Risky business: Talking to the Taliban. *Thomson Reuters*, November 8, 2013.

(2012). The court rules in Pakistan. *Yale Global*, June 21, 2012.

(2010). Balancing act: Prudence, impunity and Pakistan's judicial conscience. In P. R. Brass (Ed.), *Routledge Handbook of South Asian Politics* (pp. 177-90). New York: Routledge.

Phillips, Stephen – Professor (Philosophy)

Appointed at UT: 1982

Education: PhD, Harvard University, 1982

Academic experience: Visiting Professor, University of Hawaii, 1995; Jadavpur University 2007-2008

Overseas experience: India

Language(s): Sanskrit³, German², French¹

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: World Philosophy; Vedanta; Indian Aesthetics; Yoga and Nyaya; Yoga as Philosophy and Practice; Indian Philosophies

Research and teaching specialization(s): Indian philosophies, epistemology and logic, and aesthetics; ethical universals; ahimsa and non-violence studies; classical Yoga and contemporary research on yoga and consciousness disciplines

Recent publications:

(2012). *Epistemology in classical India: The knowledge sources of the Nyaya school*. New York and London: Routledge.

Authored with Feldman, J. (2011). *Ratnakirti's proof of momentariness by positive correlation: The Ksanabhangasiddhi Anvayatmika*. New York: American Institute of Buddhist Studies.

(2009). *Yoga, karma, and rebirth: A brief history and philosophy*. New York: Columbia University Press.

Authored with Ramanuja Tatacharya, N.S. (2009). *Epistemology of perception: Gangesa's Tattvacintamani, Vol. I*. New York: American Institute of Buddhist Studies.

Authored with Bonevac, D. (2009). *Introduction to world philosophy: A multicultural reader*. New York: Oxford University Press.

Number of dissertations or theses supervised in past five years: 6.

Distinctions: 1991, 1997, and 2002 Faculty Research Assignment, The University of Texas Research Institute; 1990-91, 1996, and 2002 Senior Fellowship, American Institute of Indian Studies; 1985 and 1986 Summer Research Award, The University of Texas Research Institute; 1980-81 Fulbright Doctoral Dissertation Research Fellowship

Radhakrishnan, Sankaran – Senior Lecturer (Asian Studies)

Appointed at UT: 1998

Education: PhD, Annamalai University, 1985

Academic experience: Tamil Instructor, SASLI; Lecturer, University of Michigan; Lecturer, Central Institute of Indian Languages, Mysore, India; Visiting Professor, Regional College of Education, Mysore; Research Fellow – International School of Dravidian Linguistics, Pondicherry, India

Overseas experience: India

Language(s): Tamil³, Malayalam³, Hindi², Kannada²

Pedagogy training: ACTFL OPI certified

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Tamil Language and Literature (Undergraduate); Tamil Language and Cultures (Graduate); Cultural History - South Asia-India/South India

Research and teaching specialization(s): Language pedagogy; Tamil language and Literatures & cultures; Cultural History of South India and India

Recent publications:

(2010). *Conversion rules: Written-spoken Tamil*. Austin: South Asia Institute, University of Texas.

(2005). *An interactive multimedia digital reader and grammar for intermediate Tamil*. South Asia Language Resource Center, Chicago Project in collaboration with Yale University and U Penn online.

(2004). *An interactive multimedia digital reader and grammar elementary Tamil*. South Asia Language Resource Center, Chicago Project online.

(2004). *Intermediate Tamil*. Austin: South Asia Institute, University of Texas at Austin.

(2002). *Tamil script: A learner's manual*. Austin: Dept. of Asian Studies, University of Texas at Austin.

Number of dissertations or theses supervised in past five years: 3

Distinctions: 2000 Marlene and Morton H. Myerson Fellow of Asian Studies, University of Texas at Austin; Three national and international talks as invited speaker

Raghunathan, Rajagopal – Professor (Department of Marketing)

Appointed at UT: 2000

Education: PhD, Stern School of Business, New York University, 2000.

Academic experience: Research Assistant – New York University 1995-2000

Overseas experience: India

Language(s): Hindi³, Tamil³

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: India Global Connections

Research and teaching specialization(s): Consumer behavior; creativity and leadership; new product development; decision making and rationality; affect and decision making; hedonic and utilitarian consumption; happiness maximization

Recent publications:

Authored with Gu, B., Konana, P., & Chen, M. (Forthcoming). The allure of homophily: Evidence from investor responses on virtual communities. *Information Systems Research*.

Authored with Park, J. H., Konana, P., Gu, B., & Kumar, A. (2013). Information valuation and confirmation bias in virtual communities: Evidence from stock message boards. *Information Systems Research*, 24(4), 1050-1067.

Authored with Loewenstein, J., & Heath, C. (2011). The repetition-break plot structure makes effective television advertisements. *Journal of Marketing*, 75(5), 105-119.

Authored with Luchs, M., Naylor, R. W., & Irwin, J. (2010). The sustainability penalty: Potential negative effects of ethicality on product preference. *Journal of Marketing*, 74(5), 18-31.

Authored with Chitturi, R., & Mahajan, V. (2008). Delight by design: The role of hedonic vs. utilitarian benefits. *Journal of Marketing*, 72(3), 48-63.

Number of dissertations or theses supervised in past five years: 11

Distinctions: 2007 NSF Career Grant Award

Rai, Varun – Assistant Professor (Lyndon B Johnson School of Public Affairs)

Appointed at UT: 2010

Education: PhD, Stanford University, 2008

Academic experience: Research Fellow, Stanford University 2008-10

Overseas experience: India

Area/International studies courses taught: Topics in Global Policy Studies

Research/Teaching specialization(s): Energy Systems; Economics of Innovation; Energy and Development

Recent publications:

(2012). Fading star: Explaining the evolution of India's ONGC. In D. G. Victor, M. C. Thurber, & D. Hults (Eds.), *Oil and governance: State-owned enterprises and the world energy supply* (pp. 478-514). Cambridge: Cambridge University Press.

Authored with Victor, D. G. (2012). Awakening giant: Strategy and performance of the Abu Dhabi National Oil Company (ADNOC). In D. G. Victor, M. C. Thurber, & D. Hults (Eds.), *Oil and governance: State-owned enterprises and the world energy supply* (pp. 753-808). Cambridge: Cambridge University Press.

(2010). *Adapting to shifting government priorities: An assessment of the performance and strategy of India's ONGC*. Stanford University Program on Energy and Sustainable Development Working Paper Working Paper Series 91.

Authored with Victor, D. G. & Thurber, M. (2010). Carbon capture and storage at scale: Lessons from the growth of analogous energy technologies. *Energy Policy* 38(8), 4089-98.

Authored with Bistline, J. E. (2010). The role of carbon capture technologies in greenhouse gas emissions-reduction models: A parametric study for the U.S. power sector. *Energy Policy* 38(2), 1177-91.

Authored with Victor, D. G. (2009). Climate change and the energy challenge: A pragmatic approach for India. *Economic and Political Weekly*, 44(31), 78-85.

Distinctions: 2010 Elspeth Rostow Centennial Fellow, University of Texas at Austin; 2009 Global Economic Fellow at the Global Economic Symposium; 2003 Stanford University GSPB Service Award for Excellence in Graduate Teaching

Rudrappa, Sharmila – Associate Professor (Sociology)

Appointed at UT: 2001

Education: PhD, University of Wisconsin, 2001

Academic experience: Faculty, Population Research Center; Incoming Director for the Center for Asian American Studies; Faculty in the Center for Women and Gender Studies

Overseas experience: India; Philippines

Language(s): Hindi³, Kannada³

Percent of time dedicated to area/international studies courses: 75%

Area/International studies courses taught: Race and Work; Graduate seminar in Feminist Theory; Undergraduate seminar in Feminist Theory

Research and teaching specialization(s): Feminist theory, labor, gender, immigration

Recent publications:

(Forthcoming). From sweatshops to intimate labor: Employment strategies among surrogate mothers in Bangalore, India. For a special issue on reproductive technologies in *Les Cahiers du Genre*.

(Forthcoming). What to expect when you're expecting: Consuming parenthood through surrogacy in India. In a special issue on intimate industries in Asia in *Positions: Asia Critique*.

(2012). Working India's reproductive assembly line: Surrogacy and reproductive rights? *Western Humanities Review* 66(3), 77-101.

(2012). India's reproductive assembly line. *Contexts*, 11(2), 22-27.

(2010). Making India the "mother destination": Outsourcing labor to Indian surrogates. In C. Williams & K. Dellinger (Eds.), *Gender and sexuality in the workplace (Research in the Sociology of Work, Vol. 20)* (pp. 253-286). Bingley, UK: Emerald Books

(2009). Cyber-cookies and techno-braceros: Race and commodification of Indian information technology guest workers in the United States. *University of San Francisco Law Review*, 44(2), 353-372. (2004). *Ethnic routes to becoming American: Indian immigrants and the cultures of citizenship*. New Brunswick: Rutgers University Press.

Number of dissertations or theses supervised in past five years: 13

Distinctions: 2006 Honorable Mention, Book Award in Social Sciences, Association for Asian American Studies; Fall 2004, Dean's Fellow, University of Texas at Austin; 2003-4 Fellow, University of Texas Humanities Institute; 2002-3 Lucia, John, and Melissa Gilbert Teaching Excellence Award in Women and Gender Studies, University of Texas

Sasi, Darsana Manayathu – Lecturer (Asian Studies)

Appointed at UT: 2014

Education: PhD, University of Kerela, 2013

Academic experience: Program Coordinator & Teacher, Malayalam Mission 2010-2013

Overseas experience: India

Language(s): Malayalam³, Sanskrit¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Malayalam

Research/Teaching specialization(s): Malayalam; Malayalam literature; Religion, folklore, and culture of Kerala

Recent publications:

(2014) *Padayani: Ritual Temple Practices and Kavu Idols*. Thiruvananthapuram, India: Paridhi Publications,.

(2006) ThinaSankalpam' leelakaavyathil [A comparative study of the styles of ancient poetry and modern poetry]. *Vinjanakairali*, 7(1).

Selby, Martha A. – Professor and Chair of the Department of Asian Studies (Asian Studies)

Appointed at UT: 1999

Education: PhD, University of Chicago, 1994

Academic experience: Graduate Advisor, Asian Studies, University of Texas at Austin

Overseas experience: India

Language(s): Tamil³, French³, Sanskrit², German², Middle Indo-Aryan languages²

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Gender/Sex/Family in Indian Religion/Culture; Goddesses in World Religions and Cultures; Senior Seminar: Death in Asia; Advanced Sanskrit Readings and Composition; Senior Seminar: Death, Dying, and the Afterlife in South and East Asia; A Critical Approach to the Study of South Asian Texts; Classical Indian Literature in Translation; Translating Indian Texts: History and Method; Advanced Sanskrit Readings and Composition; Translating India

Relevant research and teaching specialization(s): Research areas: Old Tamil, Prakrit, and Sanskrit poetry and poetics; Sanskrit medical texts; textual semiotics; gender and women's studies in South Asia; contemporary Tamil fiction and poetry; History/Theory/Craft, Critical Approaches to the Study of South Asian Texts; The Body in Indian Medicine and Myth; Gender and the Body in South Asian Texts and Practice

Recent publications:

(2011). *Tamil love poetry: The five hundred short poems of the Ainkurunuru*. New York: Columbia University Press.

(2008). Between medicine and religion: Discursive shifts in early *Āyurvedic* narratives of conception and gestation. In I. G. Zupanov & C. Guenzi (Eds.), *Divins remèdes: Médecine et religion en Asie du Sud* (pp. 41-63). Paris: Éditions de l'École des Hautes Études en Sciences Sociales.

Authored with Peterson, I. V. (Eds.). (2008). *Tamil geographies: Cultural constructions of space and place in South India*. Albany: SUNY Press.

(2008). Representations of the foreign in classical Tamil literature. In C. Sinopoli & G. Parker (Eds.), *Ancient India in its wider world* (pp. 79-90). Ann Arbor: University of Michigan Press.

(2003). *A circle of six seasons: A selection from Old Tamil, Prakrit, and Sanskrit verse*. New Delhi: Penguin Books.

(2000). *Grow long, blessed night: Love poems from classical India*. New York: Oxford University Press.

Number of dissertations or theses supervised in past five years: 7

Distinctions: 2013-14 Fulbright-Nehru Senior Research Fellowship, 2010-11 NEH Fellow, National Humanities Center, 2005-06 Literature Fellowship National Endowment for the Arts; 2004-05 Research Fellowship, Radcliffe Institute for Advanced Study, Harvard University; 2004-05 John Simon Guggenheim Memorial Foundation Fellowship; 2001-02 National Endowment for the Humanities Research Fellowship

Shah, Gautami – Senior Lecturer (Asian Studies)

Appointed at UT: 2011

Education: M.S. in Anthropology, Purdue University, 1988

Academic experience: Senior Lecturer, Rice University, 2003-2010; Visiting Senior Lecturer, Technische Universität, Dortmund, Germany, 2010; Lecturer, Rice University, 2001-2003; Senior Lecturer, Yale University, 2000-2001; Lecturer, Yale University, 1999-2000; Lecturer, Duke University, 1999; Instructor, Duke University, 1991-1998

Overseas experience: Germany; Norway

Language(s): Hindi³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Hindi; South Asian Poetry, Literature and Popular Culture; Poetry, Literature and Popular Culture from India; Bollywood: Maker, Breaker or Shaker of Society

Research/Teaching specialization(s): Language pedagogy (Hindi); contemporary South Asian literature with a focus on communal conflicts, gender issues, caste, religion and immigrant experiences; popular culture with a focus on Bollywood; less commonly taught languages

Distinctions: 2006-08 President of the National Council of Less Commonly Taught Languages; 2009-13 President of the South Asian Language Teachers Association; 2010 Featured Speaker, Gambrinus Forum, Dortmund Germany; Rated amongst top 10 courses at Yale University

Shankar, Jishnu – Senior Lecturer (Asian Studies)

Appointed at UT: 2007

Education: MA, Syracuse University, 1989

Academic experience: Associate Director, South Asia Center, Syracuse University; Hindi Lecturer, Syracuse University, 1995-2007

Overseas experience: India

Language(s): Hindi³

Pedagogy training: ACTFL OPI certified

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Hindi, Language and Identity Margins in Hindi Fiction, Hindi drama and Film; Style and Register in Hindi

Research and teaching specialization(s): Further investigations into the changes taking place amongst the Aghor ascetics of North India; Hindi Language pedagogy

Recent publications:

(2013). From liminal to social in the modern world: Transcendent sacrality and social service in the Aghor tradition. In T. Kassam & E. Kent (Eds.), *Lines in water: Religious boundaries in South Asia* (pp. 330-355). Syracuse: Syracuse University.

(2007). *The book of Aghor wisdom*. Varanasi, India: Indica Books.

(2000). *Bhagwanramleelamrit (The Divine Play of Bhagwan Ram)*. Banora, India: Aghor Gurupeeth Trust.

(1992). *Aghor Vachan Shastra (The book of Aghor wisdom)*. Varanasi, India: Sri Sarveshwari Samooh.

Number of dissertations or theses supervised in past five years: 7

Distinctions: Hindi Urdu Flagship funding initiative

Shingavi, Snehal - Assistant Professor (Department of English)

Appointed at UT: 2009

Education: PhD, University of California (Berkeley), 2009

Academic experience: University of Mary Washington, Department of English, Linguistics, and Communication, Visiting Instructor, 2008-09

Overseas experience: India; Pakistan

Language(s): Hindi³, Urdu³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: South Asian Literature and Culture Since the 1990s; Literary South Asian Islam; Colonial Education; Contemporary Pakistani Fiction; Slumdogs and Millionaires; Bollywood and Beyond; Literature of Islamophobia; Global Indian English

Research and teaching specialization(s): Anglophone South Asian literature; Hindi/Urdu literature; Literature in Translation and Translation Theory; Theories of "the nation" (anticolonialism, nationalism, statism, postcolonialism, postnationalism, cosmopolitanism, globalization); Classical Marxism

Recent publications:

(Trans.) (2014). *Angaaray*. New Delhi: Penguin.

(2013). *The Mahatma misunderstood: The politics and forms of Indian literary nationalism*. London: Anthem Books.

(2013). Premchand and language: On translation, cultural nationalism, and irony. *The Annual of Urdu Studies*, 28, 149-64.

(2013). Slumdogs and millionaires: Facts and fictions of India's economic (under)development. In A. Gehlawat (Ed.), *The Slumdog Phenomenon: A Critical Anthology* (pp. 91-105). London: Anthem Press.

(2012). The States of Islam. *Race & Class*, 53(4), 102-6.

(2011). Bol ki Lab Aazaad Hain Tere: Anthems of resistance. *The Book Review*, 35(4), 8-9.

(2011). Narrating Pakistan: A review essay. *E3W Review of Books*, 11, 15-7.

(2010). The Mahatma as proof: The nationalist origins of the historiography of Indian writing in English. In H. Harder (Ed.), *Nationalist Ideology and the Historiography of Literature in South Asia* (pp. 353-75). New Delhi: Social Science Press.

Number of dissertations or theses supervised in past five years: 1

Distinctions: 2012-13 Undergraduate Research Apprenticeship Program, University of Texas at Austin; 2011-12 RAISE Outstanding Faculty Award, University of Texas at Austin; 2005 Foreign Language and Area Studies Fellowship; 1997 Mellon Fellowship in Humanistic Studies

Shirazi, Faegheh - Professor (Middle Eastern Languages and Cultures)

Appointed at UT: 1991

Education: PhD, Ohio State University, 1985

Overseas experience: India; Pakistan

Language(s): Persian³, Arabic³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Women and Gender in Muslim Societies; Popular Religious Practices in Muslim Societies; Gender, Clothing and Identity in Muslim Societies

Research and teaching specialization(s): Women and Gender in Muslim Societies; Popular Religious Practices in Muslim Societies; Gender, Clothing and Identity in Muslim Societies; Rituals and ceremonial textiles: rites of passage in Muslim societies; Women in Scripture; Muslim Women in Politics; Cultural meanings of Hijab in Muslim Societies; Gender and Art in Muslim Societies; Islam and Sexuality; Graffiti and poster art in the Islamic World.

Recent publications:

(2012). The Islamic veil in civil societies. In A. Kadhim (Ed.), *Governance in the Middle East and North Africa: A handbook* (pp. 155-172). London: Routledge Press.

(2012). Death the great equalizer: Memorializing martyred (*Shahid*) women, in the Islamic Republic of Iran. *Journal of Visual Anthropology*, 25, 98-119.

(Ed.). (2011). *Muslim Women in War and Crisis: From Reality to Representation*. Austin: University of Texas Press.

(2010). Sofreh and Walima: Food as ritual in the Islamic Republic of Iran. In P. Khosronejad (Ed.), *Women rituals and ceremonies in contemporary Islam*. London: Centro Incontri Umani & I.B.Tauris.

(2009). *Velvet Jihad: Muslim women's quiet resistance to Islamic fundamentalism*. Gainesville: University Press of Florida.

Authored with Mishra, S. (2009). Young Muslim women on the face veil (Niqab): A tool of resistance in Europe but rejected in the United States. *The International Journal of Cultural Studies* (Australia), 13(1), 43-62.

(2009). Islam and Barbie: The commodification of Hijabi dolls. *Islamic Perspective*, 3, 10-23.

Number of dissertations or theses supervised in past five years: 17

Distinctions: Merit Scholarship, Education Ministry, Government of Iran 1975-76

Slawek, Stephen – Professor (School of Music)

Appointed at UT: 1999

Education: PhD, University of Illinois, 1986

Academic experience: Chair, Ethnomusicology Committee, American Institute of Indian Studies 2006-Present; Board member, Society for Asian Music 2002-Present; Member, Ethnomusicology Committee, American Institute of Indian Studies, 1999-Present

Overseas experience: India

Language(s): Hindi³, German²

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Introduction to Music in World Cultures; The Music of India; Problems & Perspectives in the Ethnomusicology of Asia; Improvisation in Cultural Perspective

Research and teaching specialization(s): Ethnomusicology; North Indian music; sitar

Related publications:

Authored with Hardgrave, R. L. (2004). Musical instruments. In R. L. Hardgrave, *A portrait of the Hindus: Balthazar Solvyns & the European image of India, 1760-1824* (pp. 331-374). Oxford: Oxford University Press. (2001). Ravi Shankar. In S. Sadie (Ed.), *The new Grove dictionary of music and musicians* (Vol. 23) (pp. 202-203). London: Macmillan.

(2001). Uday Shankar. In S. Sadie (Ed.), *The new Grove dictionary of music and musicians* (Vol. 23) (pp. 203-204). London: Macmillan.

Authored with Hardgrave, R. L. (1997). *Musical instruments of North India: Eighteenth century portraits by Baltazard Solvyns*. Delhi: Manohar Publishers.

Number of dissertations or theses supervised in past five years: 11

Distinctions: 2009 Creative Research Stipend, College of Fine Arts, University of Texas at Austin; 1997 Ducloux Fine Arts Faculty Fellowship; 1991-92 AIIS Senior Fellowship; 1980-81 Junior Dissertation Fellowship, American Institute of Indian Studies

Snell, Rupert – Professor (Asian Studies)

Appointed at UT: 2006

Education: PhD, University of London, 1984

Academic experience: Director, Hindi Urdu Flagship Program, University of Texas at Austin; Emeritus Reader, School of Oriental & African Studies, University of London

Overseas experience: India; United Kingdom

Language(s): Hindi³

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Landscape and Locale in India; Wondrous Tales: Narrative in Pre-Modern India; My Sweet Lord: Devotion in Medieval India

Research and teaching specialization(s): Pre-modern Hindi literature, especially Braj Bhasha poetry of the 16th and 17th centuries; Vaishnava devotionism and its vernacular literature; Literary translation and poetics; Modern Hindi language and literature; , Love and Lovers in Hindi Literature; and many Hindi language classes

Recent publications:

(2014). *Get Started in Hindi* (new edition). London: Hodder & Stoughton.

(2012). Hindi poetry. In R. Greene et al. (Eds.), *The Princeton encyclopedia of poetry and poetics* (pp. 630-632). Princeton: Princeton University Press.

(2011). Hindi: Its threatened ecology and natural genius. In R. Snell and R. Kothari (Eds.), *Chutnefying English: The phenomenon of Hindi-English code-switching* (pp. 22-36). Delhi: Penguin.

Authored with Kothari, R. (Eds.). (2011). *Chutnefying English: The phenomenon of Hindi-English code-switching*. Delhi: Penguin.

(Trans.). (2010). Levee lacks levity (Levī prāṇ-levī) by B. Hariścandra. In S. Nijhawan (Ed.), *Nationalism in the vernacular: Hindi, Urdu and the literature of Indian freedom* (pp. 279-82). Delhi: Permanent Black.

(2010). *Hindi* (German-medium edition of *Teach Yourself Hindi*). Berlin: Cornelsen Verlag.

Number of dissertations or theses supervised in past five years: 5

Distinctions: 1997 Sir George Grierson Hindi Seva Sammaan, presented by the President of India at Rashtrapati Bhavan, New Delhi; 1997 Hindi Sevi Sammaan award, Hindi Committee UK, London; 1996 Abhinandan award, 5th World Hindi Conference, Trinidad; eponymous in the 'Dr Rupert Snell Braj Bhāṣā Puraskār,' an award given annually by Ṛcāyatan, a literary association in Allahabad, Uttar Pradesh; 1998-2002 Editor, *South Asia Research*; 1989-99 Series Editor, 'SOAS South Asian Texts'

Talbot, Cynthia – Associate Professor (History/Asian Studies)

Appointed at UT: 1995

Education: PhD, University of Wisconsin-Madison, 1988

Overseas experience: India; Japan; United Kingdom

Language(s): Sanskrit², Telugu², Hindi², Japanese¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Introduction to Indian History, Ancient India, Medieval India, Mughal India in History and Memory, Precolonial India 1200-1750, Epics and Heroes of India, Mughal India, Hindu Temple in History, Historical Traditions in Precolonial India, India before Colonialism, India's Royal Court Culture

Research and teaching specialization(s): Textual and statistical analysis of medieval South Indian inscriptions, historical memories and traditions of medieval India, formation of pre-colonial Hindu-Muslim identities, gender and kinship in ancient and medieval India, caste and social structure in medieval South India

Recent publications:

(2012). Justifying defeat: A Rajput perspective on the Age of Akbar. *Journal of the economic and social history of the Orient*, 45, 329-368..

(2011). Introduction. *Knowing India: Colonial and modern constructions of the past*. Delhi: Yoda Press.

(2011). Contesting knowledges in colonial India: The question of Prithviraj Raso's historicity. *Knowing India: Colonial and modern constructions of the past*. Delhi: Yoda Press.

(2011). The Society of Kakatiya Andhra. In U. Singh (Ed.), *Rethinking early medieval India: A reader*. Delhi: Oxford University Press.

(2009). Becoming Turk the Rajput way. *Modern Asian Studies*, 43, 211-243.

Number of dissertations or theses supervised in past five years: 2

Distinctions: 2008-09 National Endowment of the Humanities Fellowship; 2007-08 Guggenheim Fellowship; 2007-08 Institute for Advanced Study fellowship; 2001-2000 American Council of Learned Societies Fellowship; 2000 American Philosophical Society Research Grant; 1999 AHS Senior Short-term Grant; 1992-3 NEH Fellowship; 1992 American Historical Association B.E. Schmitt Grant; 1991, 1992 Mitsubishi Foundation Grants

Vaughn, James - Assistant Professor (History)

Appointed at UT: 2008

Education: PhD, University of Chicago, 2009

Academic experience: Assistant Director, Program in British Studies, University of Texas at Austin (2009-Present); Jack Miller Fellow, MacMillan Center for International and Area Studies, Yale University (2011-12)

Overseas experience: United Kingdom

Language(s): French², German¹

Percent of time dedicated to area/international studies courses: 50%

Area/International studies courses taught: History of Britain, Liberalism and the British Empire, Topics in European History: Capitalism and the Making of the Modern World; Britain, Capitalism, Modernity

Research and teaching specialization(s): History of Britain and the British Empire, c. 1650-1850; history of the British East India Company and the origins of the British Indian Empire; history of the British Atlantic Empire and the origins of the American Revolution; history of the Enlightenment and the Age of Democratic Revolutions, c. 1750-1850

Recent publications:

(December 2013–January 2014). 1776 in world history: The American Revolution as bourgeois revolution. *Platypus Review*, 62.

Authored with Austen, R. (2011). The Territorialization of empire: Social imperialism and Britain's moves into India and tropical Africa. *Africa, Empire and Globalization: Essays in Honor of A. G. Hopkins* (pp. 193-212). Durham: Carolina Academic Press.

Number of dissertations or theses supervised in past five years: 5

Distinctions: 2012 Huntington Library Short-Term Fellowship (declined); 2011-12 Jack Miller Fellowship, the MacMillan Center for International and Area Studies, Yale University; 2008-Present Junior Fellowship, Program in British Studies, University of Texas at Austin

Visweswaran, Kamala - Associate Professor (Anthropology)

Appointed at UT: 1995

Education: PhD, Stanford University, 1990

Academic experience: Fellow, Radcliffe Institute for Advanced Study, 2000-01; Fellow, Princeton Institute of International and Regional Studies, 2005; Visiting Associate Professor of Women's Studies, Brandeis University, 2003; Visiting Associate Professor of Anthropology Princeton University, 2005; Visiting Associate Professor Nepal School of Social Sciences, 2012; Editor, Feminist Studies; Member, Editorial Board, Meridians; Member, Editorial Board, Identities; Member, Editorial Board, Cultural Dynamics

Overseas experience: Bangladesh; India; Nepal; Sri Lanka;

Language(s): Tamil³, Spanish², French¹, Hindi¹

Percent of time dedicated to area/international studies courses: 100%

Area/International studies courses taught: Introduction to India; Contemporary India; Nationalism and Gender in South Asia and the Middle-East; Gender and Nationalism in South Asia; Subaltern Studies; Anthropology of Violence; Gender, Law and Citizenship

Research and teaching specialization(s): Women, development, political economy, and human rights in S. Asia; Gender, ethnic/communal conflict in S. Asia; South Asian legal systems, social movements, international law; Resource person for lawyers, journalists, and community groups wanting information on S. Asia

Recent publications:

(2013). *Everyday occupations: experiencing militarism in South Asia and the Middle East*. Philadelphia: University of Pennsylvania Press.

(2011). *Perspectives on modern South Asia: a reader in culture, history, and representation*. Malden: Wiley-Blackwell.

(2010). *Un/common cultures: racism and the rearticulation of cultural difference*. Durham: Duke University Press.

Number of dissertations or theses supervised in past five years: 6

Distinctions: 2013-14 Fulbright Sr. Teaching and Research Fellowship, Sri Lanka; 2011 Grant for Radcliffe Institute of Exploratory Seminar, "Gender, Militarization, and Endemic Conflict"; AIIS Jr. Research fellowship; AIIS Sr. Research Fellowship; IIE Fulbright; Fulbright Sr. Research Fellowship; Sawyer Mellon Fellowship, University of Chicago; Radcliffe Institute of Advanced Study Fellowship, Harvard; South Asia research Fellowship, Princeton International Institute of Regional Studies; 1992-4 CIES Fulbright, Senior Research Fellowship

Wilkins, Karin G. - Professor (Radio-Television-Film)

Appointed at UT: 1995

Education: PhD, University of Pennsylvania, 1991

Academic experience: Director, Center for Middle Eastern Studies; Chair, Global Studies; Lecturer, Chinese University of Hong Kong 1993-94; Adjunct Assistant Professor, Drexel University 1992; Research Fellow, Annenberg School for Communication Field 1989-90

Overseas experience: Egypt; Hong Kong; Japan

Language(s): Arabic³

Percent of time dedicated to area/international studies courses: 25%

Area/International studies courses taught: Going Global: Topics in International Studies, Communications for Development and Social Change, Communication and Transition in the Middle East, Transnational Social Movements, Media and the Middle East

Research and teaching specialization(s): Development communication & social change, global communication

Recent publications:

Authored with Tufte, T., & Obregon, R. (2014). *The handbook of development communication and social change*. Oxford: Wiley-Blackwell.

Authored with Straubhaar, J., & Kumar, S. (Eds.) (2013). *New agendas in global communication*. New York: Routledge.

Authored with Enghel, F. (Eds.) (2012). *Communication, media and development: problems and perspectives*.

Nordicom review 33, Special Issue.

(2011). *Questioning numbers: how to read and critique research*. New York: Oxford University Press.

(2009). *Home/land/security: what we learn about Arab communities from action-adventure films*. Lanham, MD: Lexington Books.

Number of dissertations or theses supervised in past five years: 15

Distinctions: 2011-12 Karlstad University, Sweden, Ander Foundation Visiting Professorship; 2011 Faculty Mentor Grant, College of Communication; 2009 Dean's Fellowship; 2006 International Communication Association, Development Communication Top Paper Award; 2003-04 Academic Innovation Award, Philanthropy, Nonprofit Management and Volunteerism Portfolio Program, University of Texas at Austin

Wojciehowski, Hannah –Professor (English)

Appointed at UT: 1985

Education: PhD, Yale University, 1984

Academic experience: Guest Faculty, The Telluride Association Summer Program, Cornell University 2007; Faculty, University of Texas Oxford Summer Program 1996; Assistant Professor, Franklin and Marshall College 1984-85

Overseas experience: India

Language(s): French³, Italian², Spanish², Greek¹, Latin¹, Portuguese¹,

Percent of time dedicated to area/international studies courses: 25%

Research and teaching specialization(s): Portuguese colonialism in South Asia, history of east-west religious syncretism, history of the Inquisition in Goa and Cochin, postcolonial theory, South Asian feminisms. Renaissance Travel Narratives, Renaissance Representations of Islam, The Psychology of Early Modern Colonialism; Introduction to Literary Criticism

Recent publications (selected):

(Forthcoming). *East-West swerves: Materialism philosophy, skeptical inquiry, and Akbar's debates at Fatehpur-Sikri*.

(2011). *Group identity in the Renaissance world*. Cambridge: Cambridge University Press.

Authored with Charry, B., & Shahani, G. (2009). The Queen of Honor and Her emissaries: Fernao Mendes Pinto' dialogue with India. In B. Charry & G. Shahani (Eds.), *Emissaries in early modern literature and culture: Mediation, transmission, traffic, 1550-1700* (pp. 167-192). Farnam, UK: Ashgate.

(2007). O Dente do Bugio: Relics, religion, and rivalry in 16th Century Ceylon and Goa. *Santa Barbara Portuguese Studies*, 9, 234-253.

Number of dissertations or theses supervised in past five years: 10

Distinctions:

2012-2015 Humanities Research Award, 2013 Regents' Teaching Award nominee (pending); 2013 Special Research Grant, 2011 President's Associates Teaching Excellence Award; 2013 University Research Institute Faculty Research Award, 2011 Special Research Grant, 2010 University Co-operative Society Subvention Grant, 2009 Special Research Grant; 2008 University Research Institute Faculty Research Award

EXTERNAL EVALUATOR

Hartos, Jessica L. – Associate Professor (Health Science)

Education: PhD, University of Houston, 1998

Academic experience: Associate Professor, School of Health Professions, University of North Texas 2013-Present; Research Specialist V, University of Texas at Austin 2011-13; Research Specialist V, Center for Teaching and Learning, University of Texas at Austin 2010-11; Coordinator of Research & Evaluation, Mental Health Transformation Project, Texas Department of State Health Services 2009-10; Associate Professor (with tenure) & Coordinator, Undergraduate Programs, Department of Public Health Services, University of North Carolina at Charlotte 2008; Assistant Professor & Coordinator, Undergraduate Programs, Department of Public Health Services, University of North Carolina at Charlotte 2003-07; Research Fellow, National Institute of Child Health and Human Development (NICHD), Bethesda, MD 2001-03

Research and teaching specialization(s): Evidence-based medicine; program development and evaluation, research design, and statistical analysis for outcomes related to higher education and public health

1. GOAL 1: Increase by 20% opportunities for new teacher training in foreign language, area, and international studies								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
1.1 Increase by 30% the number of new service and pre-service professionals participating in training workshops and distance learning opportunities for area studies <i>NRC AP</i> <i>NRC CP2</i>	<ul style="list-style-type: none">Develop new themes, format, and content for workshops and training each year based on participant feedbackDevelop and coordinate teacher training sessions with UTeach each semesterDevelop and coordinate teacher training sessions at TEA Education Service Centers (ESCs), school districts, the Texas and National Councils for Social Studies (TCSS, NCSS) each year, and the Hemispheres Summer Institute for K-12 teachers each yearDevelop and post on-line materials from above activities on SAI or Hemispheres WebsitesDevelop online webinar training sessionsTrack the number of activities, partners, and new and returning pre-service and in-service educatorsObtain feedback from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities							

1. GOAL 1: Increase by 20% opportunities for new teacher training in foreign language, area, and international studies								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
1.2 Increase by 30% the number of new service and pre-service professionals in training in priority languages	<ul style="list-style-type: none">Develop and coordinate annual language teacher-training and assessment workshopDevelop and post language instructional resources for priority SA LCTLs on HUF and SAI websitesTrack the number of activities, partners, and new and returning pre-service and in-service educatorsObtain feedback from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities							
NRC AP NRC CPI								

1. GOAL 1: Increase by 10% opportunities for teacher training in foreign language, area, and international studies								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
1.3 Increase by 10% the number of activities and curricular resources within partnerships between SAI and K-12 teachers <i>NRC AP</i> <i>NRCCP2</i>	<ul style="list-style-type: none">Identify and work with teachers to develop activities related to South Asia in under-resourced and minority-dominated school districts in urban areas, along the Texas-Mexico border, and in the rural areas of East Texas near the Louisiana borderWork with HUF and STARTALK to establish a standard curriculum for Hindi teaching in K-12 schools and to develop new teaching materialsTrack the number of activities, partners, and participantsObtain feedback from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities							

1. GOAL 2: Increase by 20% the opportunities for training in foreign language, area, and international studies at partner MSI universities and two-year colleges								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
2.1 Increase by 20% the number of activities, events, and courses related to foreign language, area, and international studies at MSIs and two-year colleges	<ul style="list-style-type: none">Extend collaborative efforts at Huston Tillotson University (MSI) in AustinDevelop collaborative efforts at St. Edwards University (MSI) in Austin and St. Mary's University in San Antonio (MSI)Develop collaborative efforts with Austin Community College and the National Institute for the Staff and Organizational Development (NISOD)Track the number of activities, partners, and participantsObtain feedback from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities							
	NRC AP NRC CPI							

1. GOAL 2: Increase by 20% the opportunities for training in foreign language, area, and international studies at partner MSI universities and two-year colleges								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
2.2 Increase by 20% the number of activities related to pre-service training at MSIs <i>NRC AP</i> <i>NRC CP1</i> <i>NRC CP2</i>	<ul style="list-style-type: none">• Work with the Hemispheres Consortium and the faculty in the Department of Curriculum and Instruction in the College of Education at Texas State University (MSI) in San Marcos to develop a series of training events and curriculum development partnerships with pre-service teachers.• Develop collaborative efforts for pre-service training in other MSIs in the San Antonio area and at TEA ESCs around the state• Track the number of activities, partners, and participants• Obtain feedback from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities							

1. GOAL 3: Increase by 10% the opportunities for student training in foreign language, area, and international studies								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
3.1 Increase by 10% the number of students participating in language and area study activities, courses, programs, and degree plans related to priority languages at UT Austin GPRA 3-5 FLAS CP1 FLAS CP2 FLAS IP	<ul style="list-style-type: none">• Ensure that language courses from beginner to advanced are offered each year in Hindi, Urdu, Tamil, Telegu, and Malayalam• Recruit an Fill lecturer position in Bengali in Year 2 to offer courses from at least beginner to intermediate levels• Award at least 75% of FLAS fellowships to students for the instruction of priority SA LCTLs• Promote and offer FLAS awards to students whose language specializations, programs of study, or professional aspirations meet national needs• Promote study abroad, research abroad, job placement programs, courses, HUF and FLAS programs, and degree programs related to South Asia within student organizations and services across UT with an emphasis on under-served and under-resourced students• Track promotional activities for under-served and under-resourced students• Track student participation and grades in courses and numbers of students in FLAS programs and degree programs (undergraduate and graduate) overall and by under-served and under-resourced students							

1. GOAL 3: Increase by 10% the opportunities for student training in foreign language, area, and international studies								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
3.2 Increase by 10% the number of students who graduate with degrees related to priority languages and area studies at UT Austin GPRA 3-5 FLAS IP	<ul style="list-style-type: none">Track the number of HUF program participants that complete the programTrack the number of FLAS fellows who improve in South Asian LCTLs at the end of their fellowshipTrack the number of graduates in South Asian-related programs and degree plans (undergraduates and graduates)Track the number of graduates that utilize or plan to use SA language and area studies training in their jobs (federal, academic, or business) or advanced degree programsTrack number of courses that offer 25% or more content in SA studies							

1. GOAL 4: Increase by 10% the opportunities for training in foreign language, area, and international studies within collaborations across colleges and NRCs at UT Austin								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
4.1 Increase by 10% the number of activities that integrate foreign language and area studies within contemporary issues	<ul style="list-style-type: none">• Develop and coordinate conferences, workshops, lectures, and symposia with invited scholars from around the world focusing on contemporary issues• Create new content, format, and activities related to the Indian Ocean• Collaborate with other NRCs at UT to conduct a series of Inter-Regional Panels• Develop and sponsor policy debates on the impact of environmental change on South Asian coastal cities• Develop and coordinate a South Asian film series in Austin in association with the College of Communications and local film societies• Track the number of activities, partners, and participants• Obtain feedback from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities							
NRC CPI NRC IP								

1. GOAL 4: Increase by 10% the opportunities for training in foreign language, area, and international studies within collaborations across colleges and NRCs at UT Austin								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
4.2 Increase by 10% the number of activities that integrate foreign language and area studies within other disciplines GPRA 4 NRC AP NRC CP2 NRC IP	<ul style="list-style-type: none">Collaborate with UT College of Education to “internationalize” course content and activities for specific courses at UT and in training for future principalsSupport faculty exchange programs with overseas institutions of higher education and researchJoin the Center for International Business Education and Research (CIBER) in UT’s Business School and other NRCs in The Global Entrepreneurship Training Program for Exporting (GET Exporting), which will disseminate create materials through the National Association of Small Business International Trade Educators (NASBITE) as well as the outreach media of collaborating NRCsCollaborate with the Law School to co-sponsor a bi-annual visit of a distinguished jurist or legal scholar from South AsiaTrack the number of activities, partners, and participantsObtain feedback from partners and participants on usefulness of activities/information, intention to use, and suggestions for future activities							



June 12, 2014

Dear Dr. Ali,

As President of Huston-Tillotson University (HT), I am writing to express my support for the Center for European Studies's (CES) grant proposal to the US Department of Education for the Title VI NRC and FLAS Fellowship programs. Our University in partnership with CES and UT's other NRCs is committed to expanding international content for courses and programs on campus that will lead to the development of a new global studies major for HT students. We have already benefitted from CES's role in coordinating and participating in the teaching of European content courses at HT over the past four years (one course each semester on both European history and European politics), and in expanding CES's library with purchases that increase student access to textbooks and related course materials.

Continuing the partnerships with CES and UT's other NRCs would be highly advantageous to the educational interests of our unique institution as a Historically Black College and University. We believe there is strong faculty and student interest in expanding global content and other opportunities for international and foreign language training proposed as part of our partnership with CES. We look forward to deepening connections between CES and HT through the addition of new collaborative activities aimed at increasing faculty development including: faculty lectures, faculty research grants, curriculum partnerships, course revisions, and other professional development opportunities. These activities are highly welcome as campus resources for international research, programs, and curriculum development are generally sparse at HT, although the interest in Europe on the part of students and faculty is keen.

The partnership will also greatly enhance HT student learning and professionalization, as we work together to develop and identify appropriate international internships, study abroad and other global training opportunities related to Europe.

HT is committed to a sustained collaboration with CES at UT, not just for this program but in future endeavors to expand international programming and faculty development at HT.

Sincerely,



Larry Earvin, Ph.D.
President and CEO

cc: Dr. Archibald Vanderpuye, Interim Provost and Vice President for Academic and Student Affairs, Huston-Tillotson University



ST. EDWARD'S UNIVERSITY

University Programs

June 16, 2014

Dear Dr. Ali,

It is with great pleasure that I am writing to support the Title VI National Resource Center grant proposal put forth by the South Asia Institute at the University of Texas at Austin.

The faculty and administration at St. Edward's University are committed to working intensively with the South Asia Institute (SAI) at the University of Texas at Austin, under the leadership and coordination of Assistant Professor Alexandra Barron, on programs and training that emphasize South Asia studies. This project will involve collaboration with Associate Professor Dr. Mity Myhr, course coordinator of our globalization requirement; Dr. Julie Sievers, Director of the Center for Teaching Excellence; and Assistant Dean of Education, Jennifer Phlieger. St. Edward's University is committed to international education and fostering a globally competent community of faculty and students. Our Strategic Plan 2015 explicitly lays out this commitment: "we look to the future, in which international borders will be more permeable; where service, leadership and problem-solving transcend cultural boundaries; and where virtual classrooms unite students of all backgrounds." Despite a strong international focus, St. Edward's University still lacks well-developed programs or courses developed to specifically address the region of South Asia. Partnering with SAI, through the various planned collaborations described in this proposal, will greatly strengthen resources and opportunities for our students and increase faculty expertise related in this vital region of the world.

Beginning in 2014-2015, SAI will work intensively with St. Edward's University faculty on various projects including: the development of curriculum materials to increase content on the region of South Asia; planning professional training workshops and other activities to boost faculty expertise and encourage the integration of South Asia into global programs and instruction; expanding other learning opportunities (guest speakers for classes, films screenings, etc.); sponsoring speakers related to courses being offered on campus, and generally increasing student and faculty exposure to knowledge and information on South Asia.

Our aim is to create a sustained partnership between St. Edwards University and the University of Texas at Austin's South Asia Institute that supports the global missions of both institutions. We envision a partnership that will grow and adapt as new opportunities arise and will especially seek out no- or low-cost areas of collaboration to foster a cost-effective partnership.

We are excited about formalizing our partnership and look forward to expanding the inclusion of South Asia content into St. Edward's University global studies curriculum and programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cory Lock', with a stylized, flowing script.

Cory Lock
Interim Dean of University Programs
St. Edward's University



The rising STAR of Texas

To Whom it May Concern:

I am writing to support the Title VI National Resource Center grant proposals put forth by the University of Texas at Austin.

Texas State University's Department of Curriculum and Instruction will collaborate with the Center for European Studies, Teresa Lozano Long Institute of Latin American Studies, Center for Middle Eastern Studies, Center for Russian, East European & Eurasian Studies, and South Asia Institute at the University of Texas at Austin to workshop with students on global studies content and appropriate exploratory activities.

Beginning in 2014-2015, UT area studies experts will regularly visit TSU to work with pre-service education students and, through TSU's network, to workshop with education students from other institutions in south central Texas. This collaboration will involve the introduction of area studies content into the curriculum for pre-service social studies educators, the purchase of resources and appropriate training for classroom usage by these educators, and working with pre-service educators doing their student teaching along with their classroom mentors.

We are excited about expanding and formalizing our current collaboration and look forward to entering this next phase of our partnership.

Sincerely,

Jo Beth Oestreich, PhD
Senior Lecturer

Curriculum & Instruction Department

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Texas State University, founded in 1899, is a Member of the Texas State University System.